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ABSTRACT

This document is a curriculum guide for a family life and human development course to be used as a senior high school elective. The purpose of the course is to help students gain a greater understanding of human sexuality and to obtain information needed for intelligent, responsible decision making. Thirteen units included in the course are described: Group Building Activities, Family Life and Human Development, Self-Concept, Interpersonal Relationships, Human Sexuality, Pregnancy and Childbirth, Adolescent Pregnancy, Contraception, Economics of Family Life, Aging, Child Abuse, Sexual Assault, and Sexually Transmitted Diseases. Objectives for each unit are listed. The unit descriptions include instructional objectives, performance objectives, suggested activities, sample assessment measures, and resource lists which include printed or audiovisual materials and names of relevant agencies. (ABL)

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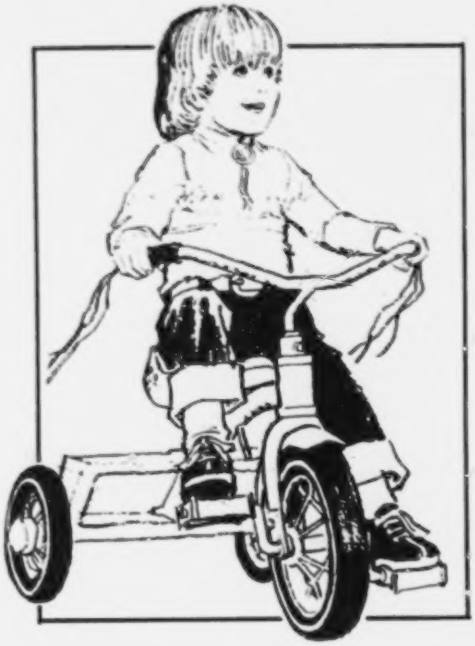
FAMILY LIFE & HUMAN DEVELOPMENT

Senior High School Semester Elective

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

FAMILY LIFE AND HUMAN DEVELOPMENT
SENIOR HIGH SCHOOL SEMESTER ELECTIVE



Summer 1985

Wilmer S. Cody
Superintendent of Schools

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Rockville, Maryland

Office of Instructional Planning and Development
Department of Driver, Health, and Physical Education and Athletics

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FOREWORD

The Montgomery County Public Schools Program of Studies Health Education, Grades K-12 reads in part: "...Good health is fundamental to the present and future well-being of the nation. It is generally agreed that the primary responsibility for the health of the children rests with their parents; however, it is necessary for home, school, and community, health and welfare agencies to work together if pupils are to achieve and maintain their maximum potential in health...." Consequently, health education in the schools reinforces and supplements the efforts of the home. The general objectives of the health education curriculum in the Montgomery County Public Schools are to develop appropriate health knowledge, attitudes, practices, and skills to the developmental level of the student.

The family as a unit, regardless of size or structure, is central to society. It is in the family that a large portion of basic learning takes place, and it is as a family member that most people live the major portion of their lives. Sexuality is an inborn part of each human being. This course in Family Life and Human Development is intended to help students in their high school years attain a greater understanding of and appreciation for the importance of the family and for their own individuality and to help them attain accurate information needed for informed, intelligent, responsible decision making, which will be helpful rather than harmful to themselves and others.

Goals listed in this guide are derived directly from the MCPS Goals of Education. The instructional objectives, derived from these goals, are identical with those listed in the Program of Studies. This course falls within Focus Areas 2 and 3, as defined by the Maryland State Board of Education, while continuing to emphasize elements from Focus Area 1. The following objectives from Maryland State Board of Education Bylaw 13A.04.01 Standards and Procedures for Family Life and Human Development Programs are particularly emphasized:

"...to enable maturing youth to:

- Understand family relationships and accept family responsibilities
- Appreciate the unique bonds of love and loyalty that bind the family
- Cope with stress and trouble that the family may encounter
- Value the individuality of each family member and encourage growth and development of each separate personality
- Cooperate with members of other families in the community
- Recognize and understand the differences in family structures, customs, and values in society
- Learn the parts of the reproductive system and attain an understanding of the system in order to properly care for and use the system wisely
- Develop a background to prepare for a deep and meaningful relationship in a permanent and satisfying marriage"

ACKNOWLEDGEMENTS

Developing a curriculum guide is a time-consuming task involving decisions which will affect the lives of many teachers and students. It is very difficult to produce the type of course guide that satisfies everyone. The need for current information, objectives, and activities is a necessity for the teacher who is attempting to teach this course. We believe this has been accomplished.

The following MCPS professional staff members helped write and organize the curriculum guide in 1981, working cooperatively with Michael S. Tartamella, coordinator of health education:

Gregory M. Boris, Teacher, MCPS
Kathleen M. Cissel, Teacher, MCPS
Lorraine H. Fassett, Teacher, MCPS
Caroline A. Goering, Teacher, MCPS
Lawrence A. Levin, Teacher Specialist, MCPS
Janice R. Redinger, Teacher, MCPS
Denise A. Sample, Teacher, MCPS
Peter A. Wade, Teacher, MCPS

The following MCPS staff members completed the work in 1984, working with Betty M. Takahashi, coordinator of health education:

Caroline A. Goering, Teacher, MCPS
Anne A. Harvey, Teacher, MCPS

USE OF CURRICULUM GUIDE

This curriculum guide has been designed to be used by the teacher. It is recommended that teachers pay close attention to the page entitled "Guidelines for Teaching Family Life and Human Development" as well as to MCPS Regulation IGP-RA: Implementation of Programs on Family Life and Human Development.

DESCRIPTION OF PROGRAM

7833 | 1 SEMESTER | GRADES 10-12
1/2 CREDIT

(PARENTAL CONSENT REQUIRED FOR THIS COURSE)

The semester elective Family Life and Human Development is divided into 13 instructional units:

I. Group Building Activities
II. Family
III. Self-concept
IV. Interpersonal Relationships
V. Human Sexuality
VI. Pregnancy and Childbirth
VII. Adolescent Pregnancy
VIII. Contraception
IX. Economics of Family Life
X. Aging
XI. Child Abuse
XII. Sexual Assault
XIII. Sexually Transmitted Diseases

Family Life and Human Development is intended to help students gain a greater understanding of human sexuality. It is designed to help them obtain the accurate information needed for intelligent, responsible decision making.

Due to the nature of this course, parental permission is required for those students under 18 years of age who enroll.

Teachers assigned to this course shall have successfully completed the MCPS in-service course HE-06: Family Life and Human Development or approved equivalent training.

LIST OF OBJECTIVES BY UNIT

UNIT I. Group Building Activities

Instructional Objective: The student should be able to recognize and apply skills which facilitate communication among peers and adults.

Performance Objectives:

The student will:

1. Identify each person's name and one item of information about each person.
2. Demonstrate effective communication skills.
3. Interpret verbal and nonverbal communication within the context of his or her experiences and relationships.
4. Use "I" messages appropriately and understand their effect in communication.

UNIT II. Family Life and Human Development

Instructional Objective: The student should be able to compare moral, ethical, and cultural heritages as they relate to family life.

Performance Objectives:

The student will:

1. Identify various forms of the family.
2. Identify several functions of the family.
3. Become aware of the roles of ancestors and of family rituals.
4. Describe several family life-styles.
5. Describe changes affecting family functions and form.
6. Identify community resources available for families at various stages of the life cycle.

UNIT III. Self-concept

Instructional Objective: The student should be able to compare and analyze adolescent needs and desires and how they affect decision making

Performance Objectives:

The student will:

1. Identify conflicting values in themselves and others.
2. Become aware of how persons relate differently when they are feeling high or low self-esteem.
3. Acquire an increasing sense of self-worth and of the worth of others.
4. Identify and give examples of "put-downs."
5. Create new ways to increase their own self-esteem.
6. Set goals for self-change to improve self-concept.
7. Understand and apply a process of problem solving.

UNIT IV. Interpersonal Relationships

Instructional Objective: The student should be able to recognize, compare, and analyze types of interpersonal relationships in terms of the student's own development.

Performance Objectives:

The student will:

1. Explain the importance of peer relationships during adolescence.
2. Become aware of the functions and patterns of dating.
3. Recognize ways of enriching dating relationships.
4. Develop personal criteria for selecting partners.
5. Recognize that an individual's life experiences and movement through the life cycle affects that person's relationships.
6. Investigate important issues in relationships.
7. Understand the fallacies in some of the myths about marriage.

UNIT V. Human Sexuality

Instructional Objective: The student should be able to recognize various aspects of human sexuality and reproduction.

Performance Objectives:

The student will:

1. Discuss reasons why it is difficult to talk about sexuality.
2. Understand some of the consequences of sex role stereotyping.
3. Demonstrate knowledge of the physical aspects of sexuality.

UNIT VI. Pregnancy and Childbirth

Instructional Objective: The student should be able to describe the biological, emotional and physical aspects of pregnancy and childbirth.

Performance Objectives:

The student will:

1. Identify signs and symptoms of pregnancy.
2. Define pregnancy and childbirth terms.
3. Describe the development of an unborn child from fertilization to birth.
4. Identify the components of good prenatal care and identify health problems that may develop during pregnancy.
5. Identify causes, preventive measures, and treatment for premature birth.
6. Describe types of genetic diseases and birth defects prevalent in the United States and the possible roles played by heredity and/or environment.
7. Describe the implications of Rh incompatability for the newborn.
8. Define genetic counseling, amniocentesis, and sonogram and cite the purposes of each.
9. Explain the sequence of events during each of the three stages of a normal birth.
10. Identify problems that may arise related to birth.

UNIT VII. Adolescent Pregnancy

Instructional Objective: The student should be able to identify and evaluate problems specifically dealing with adolescent pregnancy.

Performance Objectives:

The student will:
1. Identify the magnitude of the problem of adolescent pregnancy.
2. Predict potential consequences of adolescent pregnancy.
3. Cite and compare the effects of teenage pregnancy on various family members.

UNIT VIII. Contraception

Instructional Objective: The student should be able to identify and evaluate methods of contraception from the standpoint of health and effectiveness and emotional, social, and economic implications.

Performance Objectives:

The student will:
1. Trace the history of birth control, including some of the myths.
2. Identify the various methods of birth control and the advantages and disadvantages of each method.

Instructional Objective: The student should be able to discuss the different moral and/or religious points of view regarding the use of contraceptives.

Performance Objective: The student will identify the moral/religious/philosophical reasons why people do or do not use various methods of birth control.

UNIT IX. Economics of Family Life

Instructional Objective: The student should be able to evaluate and compare family budgets and related economic factors.

Performance Objectives:

The student will:
1. Examine family patterns of money management.
2. Identify a variety of jobs available in the county and the entry level salaries that accompany each.
3. Analyze the costs of goods and services and knowledgeably discuss some of the economic realities of life.

UNIT X. Aging

Instructional Objective: The student should be able to list, explain, and formulate solutions to the problems of aging.

Performance Objectives:

The student will:

1. Identify the aged population in America.
2. Analyze the physical process of aging and discuss how changing physical needs can be met.
3. Identify emotional and social needs of the aged in his country and suggest methods for meeting these needs.

UNIT XI. Child Abuse

Instructional Objective: The student should be able to define and describe the problems of child abuse and explain ways to deal with it.

Performance Objectives:

The student will:

1. Define the terms child abuse and child neglect.
2. Explore the history of child maltreatment.
3. Describe the characteristics of a potentially abusive parent or care giver.
4. Identify the potentially vulnerable child.
5. Describe stressful situations that may lead to child maltreatment.
6. Describe the physical indicators of abuse and neglect.
7. Explain the requirements of Maryland's child abuse and neglect laws.
8. Explain the procedures involved in reporting a suspected case of child abuse or neglect.
9. Identify community resources available to assist in the prevention and treatment of child abuse and neglect.

UNIT XII. Sexual Assault

Instructional Objective: The student should be able to assess the problem of sexual assault and suggest ways to prevent and/or deal with it.

Performance Objectives:

The student will:

1. List possible reasons for sexual assault.
2. Analyze measures which may help prevent sexual assault.
3. Describe steps to be taken following a sexual assault.

UNIT XIII. Sexually Transmitted Diseases

Instructional Objective: The student should be able to list and describe major sexually transmitted diseases found in this country and how they are dealt with.

Performance Objectives:

The student will:

1. Discuss the history of sexually transmitted diseases.
2. Become aware of the most common sexually transmitted diseases and recognize the consequences of contracting each.

UNIT I. GROUP BUILDING ACTIVITIES

INSTRUCTIONAL OBJECTIVE

The student should be able to recognize and apply skills which facilitate communication among peers and adults.

PERFORMANCE OBJECTIVE 1

The student will identify each person's name and one item of information about each person.

SUGGESTED ACTIVITIES

a) With the entire class seated in a circle, have one person say, "I'm ____________ and I __________." This bit of information should be unique for that person and something that is not generally known. Going around the circle, each person repeats the name and information of each preceding person, ending with the sentence completion for himself/herself.

b) Have everyone sit next to two different people at the next class session. Since most of us find it comfortable to sit in the same seat near familiar people, this assignment can be repeated daily.

PERFORMANCE OBJECTIVE 2

The student will demonstrate effective communication skills.

SUGGESTED ACTIVITIES

a) Speaking and listening activity
    (1) Have students choose a partner they do not know well.
    (2) Instruct students that they will use a list of suggested questions as a guideline and speak for three or four minutes about themselves while their partner listens carefully without interrupting.
    (3) After three or four minutes, the other person does the same, while the first person listens.
    (4) Then for five minutes the two talk with each other.
    (5) Getting back together in the class group, discuss:
        . Was it difficult to talk about yourself for three or four minutes?
        . Was it difficult to listen to someone else for that of time?
        . Were there silences? If so what did you do during silent periods?
        . What did you think about this activity?

b) Have students do the following independently:
    (1) Self
        . How do I feel about my name?
        . What else am I called?
        . What would I like to be called?
    (2) School
        . What do I like or dislike about school? About this school in particular?
        . What do I think this class will be like?
    (3) Outside of school
        . What do I do in my spare time?

- What kind of job do I have after school (if any at all)?
- What do I want to do after graduation?

c) Have students work in pairs with someone they do not know very well, and practice listening while another is speaking. Role play being interviewed in groups of three or four, using a list of interview questions generated by the class.

PERFORMANCE OBJECTIVE 3

The student will interpret verbal and nonverbal communication within the context of his or her experiences and relationships.

SUGGESTED ACTIVITY

a) First, have students move about room, responding nonverbally to other people as if they didn't like them or as if the others were hostile, uninterested, or condescending toward them, until all people have been encountered. Then, still without speaking, have students move around, responding to others as if they are liked, respected, and enjoyed. Have students act as if others were delighted to see and be with them.

All students should participate.

b) Process the activity by asking these questions:
- How did you feel when people responded negatively to you?
- Were you aware of your nonverbal responses to others?
- How did you feel when people responded positively to you? What were your responses?

c) Each person will complete the statement, "I learned that...." on a three-by-five-inch card. These will be handed in anonymously to be displayed on the bulletin board.

d) Discuss the impact of nonverbal messages as they relate to the total communication process between people.

PERFORMANCE OBJECTIVE 4

The student will use "I" messages appropriately and understand their effect in communication.

SUGGESTED ACTIVITY

Present "I" message format.

When ____________________________

I feel ___________________________

because __________________________

and I want to ____________________

Discuss its use. Present hypothetical situation for students to practice using "I" statements. For example, a student's brother or sister has borrowed a new record album and returned it scratched. Break group into dyads for practice in role playing.

SAMPLE UNIT ASSESSMENT MEASURES

a) List and describe two nonverbal methods of showing negative feelings, and discuss how people tend to react to them.
b) List and describe two nonverbal methods of showing positive feelings and discuss how people tend to react to them.
c) Repeat (or list) the names of five class members, and give one item of information about each.
d) Role play various communication situations that have been outlined on three-by-five-inch cards. Evaluate communication techniques used.

RESOURCES

Print Materials

Gordon, Thomas. Parent Effectiveness Training. Teacher reference. New York: McKay Co., Inc., 1970.

UNIT II. FAMILY

INSTRUCTIONAL OBJECTIVE

The student should be able to compare moral, ethical, and cultural heritages as they relate to family life.

PERFORMANCE OBJECTIVE 1

The student will identify various forms of the family.

SUGGESTED ACTIVITIES

a) Using stick figures on the board, depict various types of families, starting with the nuclear family of father, mother, son, and/or daughter. Discuss the types of families as each of the following is drawn: Nuclear family, extended family, single parent family, blended family.

b) In small groups, students discuss some advantages and disadvantages of each particular family structure.

PERFORMANCE OBJECTIVE 2

The student will identify several functions of the family.

SUGGESTED ACTIVITIES

a) Have the class think of all the different television shows they know that center around a family. List these on the board. Identify functions families serve including economic, emotional, sexual, social, and educational aspects.

b) Show film -- Rockabye Baby (MCPS #6095) or Infancy (MCPS #6343). Discuss implications.

PERFORMANCE OBJECTIVE 3

The student will become aware of the roles of ancestors and of family rituals.

SUGGESTED ACTIVITIES

a) Show film Jade Snow (MCPS #7418) or Roots (MCPS #7222 and #7223). Discuss importance of ancestors and rituals.

b) Have students make a family tree (actual or hypothetical).

PERFORMANCE OBJECTIVE 4

The student will describe several family life-styles.

SUGGESTED ACTIVITIES

a) Individually or in small groups have students make a drawing or collage that represents what a family means to them. Discuss similarities and differences.

b) Discuss different family life-styles as portrayed in literature, current movies, and/or television programs.

c) Show and discuss films The Edholms (MCPS #8236), The Kreinike and Bosworth Families (MCPS #8235), and/or Two Families (MCPS #7038).

PERFORMANCE OBJECTIVE 5

The student will describe changes affecting family functions and forms.

SUGGESTED ACTIVITIES

a) Advertisements reflect changes in family patterns. Collect current popular magazines (Ladies Home Journal, Family Circle, Good Housekeeping). Compare advertisements from today with those from any of the following decades for which advertisements are available: (a) 1920-1930, (b) 1930-1940, (c) 1940-1950, (d) 1950-1960, (e) 1960-1970. Consider the following: What kinds of families are pictured? What changes do you notice? What family types are represented? How large are the families?

b) Humor often focuses on our fears and inadequacies. As a class project, collect cartoons that portray separation or divorce as a theme. Divide the cartoons into subject categories, and use as discussion starters. Questions to consider: Is this a funny situation? What does it say about the stress of divorce? What stops people from laughing at themselves?

c) Show film Me and Dad's New Wife (MCPS #7481)

d) Show filmstrip Daddy Doesn't Live Here Anymore (Human Relations Media)

PERFORMANCE OBJECTIVE 6

The student will identify community resources available for families at various stages of the life cycle.

SUGGESTED ACTIVITY

Explore and list resources that are available in the community for families. Resources for developing such a list might include newspapers, adult education brochures, county recreation department, yellow pages, churches and religious institutions, county government, and crisis centers. Include the following in this search:

What needs are met by these services?
How were these needs met in the past?
What needs might families have in the future?
How might future family needs be met?

SAMPLE UNIT ASSESSMENT MEASURES

a) Name and describe four forms of the family.

b) Which family form do you feel would be most ideal for you in the future? Why?

c) List three functions of the family and give an example from daily life of each.

d) List three changes that have had an effect on how families live.

e) Describe what resources are available in your community for three of the following families: a couple in their seventies, an unmarried teenage mother with infant, a divorced mother with three children under six, a middle-aged couple with one teenager, and a couple in their early thirties with a boy and girl aged 8 and 3.

f) List five reasons why people divorce, and explain how divorce affects family members.

RESOURCES

Agency Resources

A Woman's Place
150 Maryland Avenue
Rockville, Md. 20850
279-8346

Montgomery College
51 Mannakee Street
Rockville, Md. 20850
279-5000

Montgomery County Department of Recreation
12210 Bushey Drive
Wheaton, Md.
468-4050

Montgomery County Public Schools
Adult Education
Connecticut Park Center
12518 Greenly Drive
Silver Spring, Md. 20906
942-8304

Audiovisual Materials

Films:
- The Edholms, (MCPS #8236)
- Infancy, (MCPS #6343)
- Jade Snow, (MCPS #7418)
- The Kreinike and Bosworth Families, (MCPS #8235)
- Married Life, (MCPS #6462)
- Me and Dad's New Wife, (MCPS #7481)
- Not Together Now: End of A Marriage, (MCPS #6834)
- Rockabye Baby, (MCPS #6095)
- Roots, (MCPS #7222-#7223)
- Two Families (MCPS #7038)

Filmstrips:
- Daddy Doesn't Live Here Anymore, Human Relations Media
- The Family Today, Glencoe Publishing Co., 1733 Ventura Boulevard, Encino, Calif. 91316

Print Materials

Howard, J. *Families.* New York: Simon & Schuster, 1978.

Quick Guide to Community Resources 1983-1984. Office of Information and Volunteer Services, Montgomery County Government, 279-1900

Richards, A., and Williams, I. *How To Get It Together When Your Parents Are Coming Apart*. New York: David McKay, 1976.

Adult Life. New York: Bantam Books, 1976.

Steichen, Edward. *Family of Man*. New York: Simon and Schuster, 1967.

Toffler, Alvin. *Future Shock*. New York: Random House, 1970.

Sheehy, G. *Passages: Predictable Crises of Adult Life*. New York: Bantam Books, 1976.

UNIT III. SELF-CONCEPT

INSTRUCTIONAL OBJECTIVE

The student should be able to compare and analyze adolescent needs and desires and how they affect decision making.

PERFORMANCE OBJECTIVE 1

The students will identify conflicting values in themselves and others.

SUGGESTED ACTIVITIES

a) To help students identify what is valuable to them and to help them acquire an increasing sense of their own self-worth, have them answer the following open-ended statements:

Their answers do not need to be shared with anyone.

(1) Something I want most in a friendship is....
(2) My most valuable possessions are....
(3) Some possessions I wish I had are....
(4) Characteristics I value in others are....
(5) A person who has influenced my life is....
(6) Something I have which has little value to me but others think is important is....
(7) Something I have which means a lot to me but others think is unimportant is....
(8) Some characteristics I would like to acquire are....
(9) Something I would like to change about myself is....
(10) I am happiest when....
(11) Something I would like to change about the world is....
(12) A valuable thing about family life is....
(13) What I want most from a relationship is....
(14) I am a good friend because....

b) Have students write their perceptions of a perfect 24-hour day. Ask where they would go, what they would do, who would go along, and how they would use their time. Ask them to process this paper by looking at what this says about what is important to them.

c) In small groups have students discuss situations where people's values are in conflict. Example: Jane is hoping Jack will invite her to the prom, but Tom invites her instead. She doesn't want to miss the prom. She accepts Tom's invitation. Two weeks later, Jack asks her to go. Ask students to identify:
What values are in conflict?
What would you do? Why?

PERFORMANCE OBJECTIVE 2

The students will become aware of how persons relate differently when they are feeling high or low self-esteem.

SUGGESTED ACTIVITY

Ask students individually to describe a person he or she knows that has high self-esteem and one that has low self-esteem. Include in this description how the people relate to others, how they look, what things are important to these people, and how these people take responsibility for themselves. As a class, list specific behaviors related to positive and negative self-esteem. After completing this list as a class, have students focus on areas in their own life they would like to improve.

PERFORMANCE OBJECTIVE 3

The students will acquire an increasing sense of self-worth and of the worth of others.

SUGGESTED ACTIVITY

Have students identify relationships in their own lives or in the lives of others that make them feel an increase or decrease in self-esteem. Note the differences in the relationships which enhance self-esteem and those which lessen it. Brainstorming, list things a person can do to change a relationship where self-esteem is being diminished.

PERFORMANCE OBJECTIVE 4

The student will identify and give examples of "put-downs."

SUGGESTED ACTIVITIES

a) In small groups have students generate lists of "put-downs;" then on the board write "REASONS FOR" and "REACTIONS TO." Brainstorm and list reasons why people use "put-downs" and also reactions people have to "put-downs."

b) To help create a "put-down" - free environment in the classroom, have students design a bulletin board that incorporates a place to eliminate "put-downs" when they hear them in the classroom. When students hear a "put-down," they identify what was said by saying, "I hear a put-down." The person who used it writes it on a piece of paper and places it on the bulletin board. Students quickly become aware of how frequently "put-downs" are used.

c) Read Sid Simon's IALAC story. Have students make their own IALAC sign and carry it with them for a 24-hour period, having them tear off and tape on pieces of their IALAC sign as they hear "put-downs" and positive strokes.

PERFORMANCE OBJECTIVE 5

The students will create new ways to increase their own self-esteem.

SUGGESTED ACTIVITIES

a) Have students list five of their personal successes. Ask each student to share a success. You could share successes on a weekly basis. Discuss the difference between pride and conceit.

b) Have students design a collage of things they can do to be nice to themselves. Have them post it in a significant place (bedroom, locker) as a reminder of things they can do to improve their own self-esteem.

PERFORMANCE OBJECTIVE 6

The student will set goals for self-change to improve self-concept.

SUGGESTED ACTIVITY

Explain that goals are things that we want to accomplish and that bring us happiness. We all have goals but sometimes haven't identified them. Identifying our goals can start us on the way to achieving our goals. Have students identify goals they have by referring to Activity 4 of this section. Encourage goal setting which is realistic and achievable. Although contracts may deal with situations involving other people, such as improving relationships with a parent, contracts will focus specifically on what the individual will do. We are not responsible for others. (Example: I will reduce the conflict with my mother by 1, 2, 3, and so on) After students have identified a goal they want to work on, have them complete "Goal-setting Contract." For further information about completing the contract, see "Teacher Information Sheet" for Goal-Setting Contract."

PERFORMANCE OBJECTIVE 7

The student will understand and apply a process of problem solving.

SUGGESTED ACTIVITY

Distribute to students information sheet "Problem-solving Model." Go over this model step by step with students to clarify each problem-solving phase. Then explain to students that you are going to present them with a problem-solving story and that they are going to apply the problem-solving model to this story. Distribute copies of "Low Bridge" and have them in small groups apply the problem-solving model to this story.

Questions for discussion might include the following:
    What was the problem?
    What was the cause?
    What appeared to be the best solution?
    What were the alternatives?

Possible solutions to "Low Bridge" might be:
    Pull up the water tank by helicopter and carry over the river.
    Dismantle the water tank and slide it across the bridge on skids.
    Let the air out of the tires to lower the load about two inches to clear the bridge.

SAMPLE UNIT ASSESSMENT MEASURES

a) Have students list their top five personal priorities or five priorities a person might have.

b) Write three "I learned" statements about personal priorities.

c) List two examples of values that are in conflict.

d) List three things one can do to improve one's self-esteem.

e) Give an example of how a person might respond to the same situation when feeling positive self-esteem and negative self-esteem.

f) List three put-downs and three reasons why people use them.

g) List three personal goals and the first step for achieving each goal.

h) Given a set problem, use the "Problem-solving Model" to work it through.

RESOURCES

Audiovisual Materials

Note: Each of the following audiovisual materials supports more than one performance objective for this unit and may be used with appropriate individual objectives or at the end of this unit.

Films:
Prejudice, (MCPS #6088)
You Pack Your Own Chute, (MCPS #7389)

Filmstrips:
Becoming an Adult: Psychological Tasks of Adolescence, (Human Relations Media, 1977)
Fuzzies, (Argus Communications)
The IALAC Story, (Argus Communications)

Print Materials

Powell, John. Why Am I Afraid to Tell You Who I Am? Argus Communications, 1961.
Simon, Sid. The IALAC Story. Allen, Texas: Argus Communications, 1973.
Simon, Sid. Vulture: A Modern Allegory on the Art of Putting Oneself Down. Argus Communications, 1977.

Worksheets

Student Worksheets:
"Goal-Setting Contract"
"Problem Solving"

Teacher Information Sheet:
"Goal-Setting Contract"

TEACHER INFORMATION SHEET: GOAL SETTING CONTRACT

Prior to filling out the contract, the following steps should be taken:

a) Encourage free choice of goals within the framework of self-improvement. As a preliminary, have them discuss or write why this goal is important to them.

b) Information processing. Students should further examine the problem or need. When does it occur? What are the contributing factors? How is it affecting me?

c) Tentative solutions. Alternative solutions, direct and indirect, must be formulated. This step may directly affect achievement (not placing-all-eggs-in-one-basket approach.) Sharing the goal, information processing, and tentative solutions can be done in trios allowing for feedback.

d) Steps. Have students list specific steps they will take to reach the goal.

e) Fill out contract. Have it witnessed. Witnesses will become part of a long-term sharing trio.

f) Evaluate progress. In groups of three, check on progress, provide support and feedback, and suggest new approaches. Periodic updates on progress should also be noted on the back of the contract along with personal evaluation of progress. Weekly updates can provide continuity, perspective, and even commitment often lacking in fragmented daily experiences.

STUDENT WORKSHEET: PROBLEM SOLVING

NAME ______________________________

DATE ____________ PERIOD ____________

GOAL-SETTING CONTRACT

I ______________________________ will by ______________
(full name) (date)

achieve the goal of ______________________________

As a first step I will ______________________________

____

____

I plan to take the first step by ______________________.
(date)

Signed ______________________________
(date)

Witness ______________________________
(date)

Witness ______________________________
(date)

STUDENT WORKSHEET: PROBLEM SOLVING

PROBLEM-SOLVING MODEL

PHASE I

Problem: A problem is a state of genuine puzzlement, which usually is perplexing to the individual. Confusion, doubtfulness, uncertainty, and indecision are characteristics which surround problematic areas. A problem can be stated in the form of an authentic question.

Process question:
What is the problem?

PHASE II

Analysis of Problem: An analysis of the problem provides direction for possible solutions.

Process questions:
What is the cause of the problem?
What is the scope of the problem in terms of perceptions, actions, abilities, and so forth?
Why is it a problem to self, family, peers, and/or others?

PHASE III

Hypothesis: A hypothesis is what seems to be the best explanation or solution to the problem at the time.

Process questions:
What do you think is the best answer to your question?
What do you think is the solution to your problem?

PHASE IV

Formulate Alternatives: Alternatives are possible solutions to the problem. Alternatives guide the inquiry for processing information.

Process questions:
What are the other possible solutions to the problem?

PHASE V

Process Information: Information is necessary to evaluate the various alternatives to the problem. Information which includes facts, values, and attitudes is collected, organized, and verified concerning the respective alternatives. The information should be sufficient to consider the consequences and promote responsible decision making.

Process questions:
What information (facts or values) is pertinent to the problem?
How did I get this information?

Where can I obtain more information?
What are the possible consequences of the alternatives?

PHASE VI

Choose Alternative: An alternative is selected. This is the best solution at this time in light of the information given. An alternative should be supported by factual and attitudinal information.

Process questions:
Why did you choose this alternative?
What are the facts or attitudes which are pertinent to the alternative?

PHASE VII

Alternative Trial: The ultimate aim of the problem-solving model is to stimulate responsible decision making. At this stage in the model, the alternative or solution to the problem is tried out intellectually.

Process questions:
How did the alternative work for you?
Was your information correct? Helpful?

PHASE VII

New Information: After implementing or trying out an alternative solution to the problem, the experience/situation generates new information which may affect the overall problem-solving model. In light of new information, the analysis of the problem and formulation of alternatives may need further consideration.

Process questions:
Is there still a problem? Why or why not?
Do you have information that changes the problem?

STUDENT WORKSHEET: PROBLEM SOLVING

NAME ______________________________

DATE ____________ PERIOD ____________

LOW BRIDGE

A large water tank was being transported by truck to a small town in Maryland. PEPCO was utilized to clear the road of low-hanging wires for the water tank to pass. The truck came to a bridge and could not clear the top due to the height of the load. Two inches were needed to clear the bridge's cross beams. Engineers were called in to solve the problem. How can we transport the water across the bridge?

You are to apply the steps in problem solving to the above situation. Write down each step as you proceed in solving this situation.

UNIT IV. INTERPERSONAL RELATIONSHIPS

INSTRUCTIONAL OBJECTIVE

The student should be able to recognize, compare, and analyze types of interpersonal relationships in terms of the student's own development.

PERFORMANCE OBJECTIVE 1

The student will explain the importance of peer relationships during adolescence.

SUGGESTED ACTIVITY

Show film To Be A Friend (MCPS #6456).

Discuss:
- Is the friendship between brother and sister in the film a common one?
- What can be done to promote friendship between brother and sister?
- How important are friends of the same sex?
- What is the difference between a friend and an acquaintance?
- How does friendship restrict freedom?
- How much time does a friendship need?
- Is it possible to have too many friends?
- How many friends do you need?
- What is something that you think is important for friends to know, say, or do?

PERFORMANCE OBJECTIVE 2

The student will become aware of the functions and patterns of dating.

SUGGESTED ACTIVITIES

a) Have students form dyads and complete the following sentences: "If you were my ideal date, you would ...;" and "If you were my ideal friend, you would...." Compare the differences in expectations of a date and a friend.

b) Make a survey of dating practices of your school.

c) Discuss:
    - What does it mean to "date"?
    - When is a person old enough to date?
    - How would you define a good relationship?
    - What is it that boys want most from a girlfriend?
    - What is it that girls want most from a boyfriend?
    - Should parents have a say about the person with whom you go out?

d) Discuss the difference between an infatuation, being "in love," and "loving" someone. Also define the differences between liking and loving and what each term means to the individual.

e) Divide the class into groups without mixing gender and discuss the following questions:
   - Do you have any feelings about who asks for the date? Should it always be the boy? Should girls ask boys for a date?
   - How do you like to be asked for a date? Is there any advice you'd give to young men or women about what to do or not to do for a date?
   - What have you learned about saying "no" to someone when you're not interested?
   - What have you learned about asking for a date? What works? What doesn't work? Are you nervous or uncomfortable when you ask for a date? How do you handle those feelings? How do you handle a "no"?
   - What other thoughts or questions do you have about asking for a date?

f) Show film Are We Still Going to the Movies? and discuss.

In small groups, have students list reasons why people have sex. Have each group read back its list to the entire class.

In small groups, discuss the following:

(1) As in all human relationships, on dates the two people sometimes have conflicts of needs or wants. How would you handle the following situations?
   - Your date wants to stay out longer, and you want or need to go home.
   - Your date wants to go further with sex than you do.
   - Your date wants to do something that you regard as foolish or dangerous.

(2) Are there other situations where making decisions or establishing limits are issues? What have you learned about these?

PERFORMANCE OBJECTIVE 3

The student will recognize ways of enriching dating relationships.

SUGGESTED ACTIVITY

Using the local newspapers, have small groups of students generate lists of great places to go for a date other than the movies. You might also make a list of low cost places to go on dates.

PERFORMANCE OBJECTIVE 4

The students will develop personal criteria for selecting partners.

SUGGESTED ACTIVITY

Have each student make a list of qualities/characteristics that would be most important to them in a marriage partner, and what expectations they have of a marriage partner. Set up the class in "fishbowl," with the males comprising the inner circle. The participants of the inner circle will construct a comprehensive list. Allow time for interactions of observers. Switch. Repeat the process. After this part of the exercise has been completed, combine the groups and lead a discussion on the following questions:

What are your reactions with what the opposite sex identified as the most important characteristic to them in a marriage partner?
In what way are the boys' and girls' lists similar and different?

PERFORMANCE OBJECTIVE 5

The student will recognize that an individual's life experiences and movement through the life cycle affect that person's relationships.

SUGGESTED ACTIVITIES

a) Show film How To Live with Your Parents and Survive (Guidance Associates). After listing Erikson's stages of the life cycle and identifying the tasks of each stage, discuss the reasons why adolescents and parents are prone to conflict.

b) Have the class interview people who are married and living together and people who have ended a relationship. Ask them: What were your expectations? and Which expectations were met, and how did your expectations change or remain the same?

c) Discuss advantages and disadvantages of marriages in early, middle, and later life.

PERFORMANCE OBJECTIVE 6

The student will investigate important issues in relationships.

SUGGESTED ACTIVITIES

a) The following is a list of issues important to think about before marriage:
   (1) Money
   (2) Religion
   (3) Children
   (4) Roles
   (5) Commitment
   (6) Individuality
   (7) Parents
   (8) Communication
   (9) Disagreements
   (10) Sex

   List these on the board or on a poster. Have students write in essay form their feelings, thoughts, and ideas about these issues.

b) Have a panel discussion on the reasons for and against marriage. Use two people on the panel who will speak for marriage and two who will speak against it. Have each member of the class respond at least once to the panel's discussion.

PERFORMANCE OBJECTIVE 7

The student will understand the fallacies in some of the myths about marriage.

SUGGESTED ACTIVITY

Brainstorm some marriage myths. Some examples are the following:
Being married makes you grow up.
Being married makes you independent.

By getting married, you will live happily ever after
Two can live as cheaply as one.
I can't live without you.
Love conquers all.

Alternate activity: These myths may be presented, and further myths elicited from the class.

Discuss why these are myths and what truths, if any, may exist in them.

SAMPLE UNIT ASSESSMENT MEASURES

a) Describe two ways to enhance a dating relationship.

b) Give reasons why peer relationships are important during adolescence

c) List three expectations you have of a marriage partner, and explain why they are important.

d) List three myths of marriage, and explain why they are important.

e) List five issues to discuss with a partner before marriage.

f) For each of the following life-styles, list two reasons a person might have made that choice:
   (1) Remaining single
   (2) Married and living together
   (3) Living together and not married

RESOURCES

Audiovisual Materials

Note: Each of the following audiovisual materials supports more than one performance objective for this unit and may be used with appropriate individual objectives or at the end of this unit.

Films:
Are We Still Going to the Movies?, (MCPS #6383)
Guidance for the 70's Kids, Parents, Pressures, (MCPS #5198)
How To Live with Your Parents and Survive, (Guidance Associates)
It Must Be Love Cause I Feel So Dumb, (MCPS #7393)
It's My Decision, As Long As It's What You Want, (MCPS #6577)
Marriage, (MCPS #5788)
Married Life, (MCPS #6462)
Me and Dad's New Wife, (MCPS #7481)
Not Together Now: End of a Marriage, (MCPS #6834)
To Be A Friend, (MCPS #6456)
Young Marriage: When's the Big Day?, (MCPS #6849)

Filmstrip:
The Good Marriage: It Doesn't Just Happen, (Sunburst, 1978)

Printed Materials

Shedd, C. W. You Are Somebody Special. New York: McGraw Hill, 1980.

UNIT V. HUMAN SEXUALITY

INSTRUCTIONAL OBJECTIVE

The student should be able to recognize various aspects of human sexuality and reproduction.

PERFORMANCE OBJECTIVE 1

The student will discuss reasons why it is difficult to talk about sexuality.

SUGGESTED ACTIVITIES

a) Have students, working in groups of four or five, list on newsprint reasons why it is difficult to talk about issues of sexuality. After about 10 minutes, have each group post and read their lists. Put a star by those reasons that are most often listed. In the large group, discuss the following questions:
   - Would it be easier to talk if the group were all males, or all females?
   - What prevents teenagers from talking to their parents about personal issues?
   - Why is it hard for boyfriends and girlfriends to talk about issues that are really important to them? Husbands and wives?

   See information sheet "Guidelines for Answering Questions Regarding Human Sexuality."

b) Have students make a list of questions or issues relating to sexuality. These questions can be placed anonymously in a box or can, and they are often a good starting point for discussion.

c) Use the fishbowl technique of two concentric circles of students, separating the class by sex. The inner circle discusses, while the outside remains silent.

   Discuss any of the following topics:
   - What makes a female/male sexually attractive?
   - What is masculine? What is feminine?
   - Advantages of being male/female?

   Switch circles.

   As a class, discuss reactions to these concepts.

PERFORMANCE OBJECTIVE 2

The student will understand some of the consequences of sex role stereotyping.

SUGGESTED ACTIVITIES

a) Have students relax and imagine what their day would be like if they were a member of the opposite sex. After students have given this some thought, have them pair up and share with each other. Direct them to look for similarities and differences in their experiences. Ask them to look at what this might tell them about sex role stereotyping.

b) Have students make a montage of pictures from advertisements in magazines and newspapers depicting what the advertisers believe masculinity or femininity to be.

c) Have students make two lists of words: one generally associated with femininity, and the other with masculinity.

   Discuss the following:
   - Which words are active and which are passive?
   - How do people feel when described by a word more often used for a member of the opposite sex?
   - What is the conflict that may result when a person doesn't fit the "standard" sex role?

d) Fill in TV Sex Role Chart choosing two characters from each show. Watch either a 1-hour show, 2 half-hour shows, or chart 12 advertisements. Discuss the extent to which characters conform to traditional or stereotypical models, such as "dumb-blonde," "strong assertive but insensitive male," "mother sustainer," "promiscuous playboy," "irrational female," and so on. Discuss the extent to which males and females have changed.

e) Show film Fable of He and She (MCPS #6598) and discuss.

f) Show film I Only Want You To Be Happy (MCPS #6721) and discuss.

g) Show film Sex Role Development (MCPS #6573) and discuss.

PERFORMANCE OBJECTIVE 3

The student will demonstrate knowledge of the physical aspects of sexuality.

SUGGESTED ACTIVITIES

a) In small groups have students write down names of all of the parts of the male and female reproductive system and genitalia. When all groups have finished, use a transparency on the overhead projector and label each part, discussing its function. This method of presentation allows the teacher to start at the students' current knowledge level.

b) Using a lecture format:
   - List on the board the developmental stages of growth: infancy, childhood, puberty, adulthood, and old age.
   - Discuss some of the obvious physical differences between the different stages. Use student worksheet "Growth and Development."
   - Define puberty.
   - Using a chart identify and locate the endocrine glands.
   - Diagram on board how the pituitary gland affects the gonads in bringing about puberty.

- List on board the secondary sex characteristics of the male and female.
- Compare the physical differences between the two sexes, and also those between members of the same sex.
- Discuss attitudes toward breast size, penis size, body hair, and so forth.
- Discuss masturbation, nocturnal emissions, and sex drive, particularly as they relate to adolescence.
- Discuss the hormonal actions of the pituitary gland and ovaries in regard to the menstrual cycle. Define ovulation, ovum, menstruation, menstrual, and menopause.
- Using a transparency or chart, explain the three phases of the menstrual cycle: the estrogen phase, the progesterone phase, and the menstruation phase.
- Discuss myths about menstruation.
- Discuss menopause. Stress that although the ability to reproduce has ceased, the desire to express oneself sexually does not.

c) A community resource person such as a doctor or nurse may be invited to supplement information given by the teacher as the following points are covered:
- Introduce the term "gynecologist" and explain a pelvic examination.
- Explain what a "pap test" is and how often a woman should have one.
- Explain and demonstrate the procedures involved in a breast self-examination, using a breast model from the Cancer Society.
- Discuss breast cancer, uterine cancer, mittleschmertz, tipped uterus, pain in the lower abdomen, tipped uterus, and so forth.
- Discuss common problems related to the male reproductive system and their prevention and/or treatment, such as the following:
    - Undescended testicle
    - Hypospadia
    - Nonspecific urethritis
    - Prostate enlargement
    - Cancer of reproductive organs
- Explain the procedures involved in an examination of the male reproductive system.
- Explain the procedure for testicular self-examination.

SAMPLE UNIT ASSESSMENT MEASURES

a) Define and describe one commonly accepted role for a male or female in our culture.

b) Describe the impact the mass media has on concepts of masculinity and femininity.

c) List four male and four female reproductive organs and give the function of each.

d) Describe two male and two female reproductive dysfunctions.

e) List three secondary sex characteristics of the human female and three of the human male.

f) List five stages of human development and one physical characteristic of each stage.

g) Describe the medical examination of the male and female reproductive systems and explain why each examination is important.

RESOURCES

Note: It is important that all print and nonprint Focus Area 2 and Focus Area 3 materials be fully approved under Family Life and Human Development approval procedures. In case of questions, have your media specialist check the approval status of materials for you.

Agency Resources

American Cancer Society
11323 Amherst Avenue
Silver Spring, Maryland
933-9350

National Institutes of Health
900 Rockville Pike
Bethesda, Maryland
496-4008

American Medical Association
1776 K Street, NW.
Washington, D. C. 20036

Audiovisual Materials

Films:
- I Only Want You To Be Happy, (MCPS #6721)
- Sex Role Development (MCPS #6573)
- The Fable of He and She (MCPS #6598)

Kits:
- Betsy Breast, American Cancer Society
- Human Reproduction 100, slides, Guidance Associates, 1980
- The Human Body as a Whole, transparencies, Brady. Set of six transparencies, with overlays (excellent detail). Male Reproductive System, Sagittal View of Testis, Female Pelvis - Sagittal Section, Diagram of Ovary, Hormone Control of the Female Reproductive Cycle, and Schematic of Ovulation and Fertilization.
- Understanding Human Reproduction, Guidance Associates, 1971. Set of two filmstrips and cassettes and guide. Recommend that no new purchases be made, but may be used if owned.

Worksheets

Information Sheet:
- "Guidelines for Answering Questions Concerning Human Sexuality"

Student Worksheet:
- "Growth and Development"
- "TV. Sex Role Analysis"

STUDENT WORKSHEET: GROWTH AND DEVELOPMENT

NAME ______________________________ DATE ________________________

CLASS _____________________________ TEACHER _____________________

PUBERTY

Puberty is a definite and important step in the aging process.

Begin by defining "puberty" in the following space, and give the source of your definition:

What are the physical changes that accompany puberty? List below the physical changes in both boys and girls.

BOYS	GIRLS

Puberty is usually accompanied by emotional as well as physical changes. List at least two emotional responses that may occur and how they may be handled.

T.V. SEX ROLE ANALYSIS

Name of Show 1: ______________________ Name of Character 1: ______________________

Name of Character 2: ______________________

Name of Show 2: ______________________ Name of Character 1: ______________________

Name of Character 2: ______________________

Show / Character	Job or Chief Activity	Places Character is Usually Seen	Physical Appearance	General Behavior	Problem-Solving Ability
Show 1--Character 1					
Show 1--Character 2					
Show 2--Character 1					
Show 2--Character 2					

INFORMATION SHEET: GUIDELINES FOR ANSWERING QUESTIONS CONCERNING HUMAN SEXUALITY

1. Before teaching the class, review terminology so that you are thoroughly familiar with it and you feel comfortable with it.
2. Use and explain the appropriate terms when responding to questions asked.
3. Try to respond to any question without showing surprise or embarrassment.
4. Make responses direct and to the point; avoid unnecessarily lengthy discussions.
5. If you don't know the answer to a particular question, don't hesitate to say so. You may want to promise to find the answer to bring back to class or to have a student volunteer to look it up, depending on the question.
6. Consider having a question box or developing some other method for students to ask questions they may hesitate to ask aloud.
7. If a student seems embarrassed, or for any reason does not wish to take part in the class discussion, respect his/her privacy.
8. If a student seems genuinely troubled by an answer, or by the general class discussion, try to talk with him/her privately about it rather than in front of the class.
9. Make clear that it is important for each individual to develop personal standards as to sexual as well as other matters, and suggest that the students initiate family discussions about their personal standards.
10. Show respect for all expressed points of view.
11. If a question is asked about your personal sexual life or your personal religious beliefs, let the student know that you understand his/her interest but that these are personal and private matters.
12. Take care that any examples used in the classroom remain general or completely anonymous, so that no person's or any family's privacy is invaded.
13. Be prepared for a lively discussion. Once students find that an expression of their points of view and their questions are encouraged, you their enthusiasm may surprise you.

UNIT VI. PREGNANCY AND CHILDBIRTH

INSTRUCTIONAL OBJECTIVE

The student should be able to describe the biological, emotional, and physical aspects of pregnancy and childbirth.

PERFORMANCE OBJECTIVE 1

The student will identify signs and symptoms of pregnancy.

SUGGESTED ACTIVITIES

a) Show film Heredity (MCPS #8004) and discuss.

b) Review the processes of fertilization and cell division. Include a discussion of multiple births.

c) Discuss the probable signs and symptoms of pregnancy.

d) Discuss the methods used by a physician to diagnose pregnancy, emphasizing the importance of seeking medical advice should pregnancy exist.

PERFORMANCE OBJECTIVE 2

The student will define pregnancy and childbirth terms.

SUGGESTED ACTIVITY

Have students list terms such as conception, embryo, fetus, umbilical cord, placenta, gestation, and amniotic sac. Define and discuss the terms, having students write down the definitions.

PERFORMANCE OBJECTIVE 3

The student will describe the development of an unborn child from fertilization to birth.

SUGGESTED ACTIVITIES

a) Show film The First Days of Life (MCPS #8272). Review and discuss prenatal development as shown on the film.

b) Take a field trip to the Medical Museum at Walter Reed Hospital to view the stages of fetal development.

PERFORMANCE OBJECTIVE 4

The student will identify the components of good prenatal care and will identify health problems that may develop during pregnancy.

SUGGESTED ACTIVITIES

a) Show film Have a Healthy Baby (MCPS #5725).

b) Discuss the relationship of diet, exercise, sleep, smoking, alcohol and other drugs to the health of the fetus and newborn. Stress the importance of good prenatal care.

c) Show film The Feminine Mistake (MCPS #7593).

d) Discuss the emotional aspects of pregnancy.

e) Develop a class list of myths and fallacies concerning pregnancy. Discuss how these might have originated.

f) List and discuss some common complaints during pregnancy, including problems related to sleep, digestion, and shortness of breath.

g) List and discuss complications that may develop during pregnancy, such as ectopic pregnancy and toxemia. Include the possible implications of preexisting diseases such as diabetes and heart disease. List and discuss reasons for spontaneous abortion of such as placenta previa, hormonal imbalance, improper development of embryo or fetus, infection, and/or poor nutrition. Stress the fact that the cause is not always known but that proper medical care during pregnancy can increase the chances of having a full-term, healthy baby.

h) Show and discuss slide/tape such as Inside My Mom or More Than Love, National Foundation/March of Dimes.

PERFORMANCE OBJECTIVE 5

The student will identify causes, preventive measures, and treatment for premature birth.

SUGGESTED ACTIVITIES

a) Discuss the known causes of premature births, including infections, in adequate nutrition, lack of prenatal care, drug use during pregnancy smoking, and pre-existing illness. State that the cause is not always known.

b) Stress the fact that medical supervision is essential during pregnancy and that often a threatened premature birth can be postponed until the baby is more nearly full size.

c) Explain measures taken in hospital intensive care neonatal nurseries to help the tiniest babies develop normally.

PERFORMANCE OBJECTIVE 6

The student will describe types of genetic diseases and birth defects prevalent in the United States and the possible roles played by heredity and/or environment.

SUGGESTED ACTIVITIES

a) List and discuss some of the common genetic diseases such as cystic fibrosis, sickle cell anemia, Tay Sachs, polydactyly, Huntington's chorea, and hemophilia. Alternate or supplemental activity: specific diseases may be assigned for either oral or written reports.

b) Show slide/tape From Generation to Generation from the March of Dimes, and discuss the environmental factors that may produce birth defects.

c) By means of class brainstorming, list possible ramifications of a birth defect for the individual and for the family.

PERFORMANCE OBJECTIVE 7

The student will describe the implications of Rh incompatibility for the newborn.

SUGGESTED ACTIVITY

Explain the Rh factor and demonstrate on the board how problems may develop for the fetus if the mother is Rh negative and the fetus is Rh positive. Explain the administration of Rhogam.

PERFORMANCE OBJECTIVE 8

The student will define genetic counseling, amniocentesis, and sonogram and cite the purposes of each.

SUGGESTED ACTIVITIES

a) Discuss the precautions that people can take before pregnancy to help prevent birth defects. Include genetic counseling.

b) Explain the uses of and procedures for ammiocentesis and sonograms.

PERFORMANCE OBJECTIVE 9

The student will explain the sequence of events during each of the three stages of a normal birth.

SUGGESTED ACTIVITIES

a) Discuss the symptoms of labor and the three stages of the birth process.

b) Discuss the types of analgesia and anesthesia often used during birth and the advantages and disadvantages of anesthesia.

c) Take a field trip to a hospital delivery suite.

d) Compare and contrast probable delivery experiences in a traditional hospital, at a birthing center (in a hospital or separate from it) and at home.

e) Discuss the effects of having other family members present during delivery.

PERFORMANCE OBJECTIVE 10

The student will identify problems that may arise related to birth.

SUGGESTED ACTIVITIES

a) Discuss injuries that may occur during birth such as anoxia or brain damage resulting from premature separation of the placenta, cord around neck, and/or drugs used during labor and delivery. Point out that remarkably, most of us are born healthy and strong and that instances of injuries during birth are becoming even more uncommon.

b) Discuss variations in delivery, such as breech birth, forceps delivery, episiotomy, and Caesarean section.

SAMPLE UNIT ASSESSMENT MEASURES

a) List three signs of pregnancy.

b) Define the following terms:

unterus
sperm
placenta
gestation
labor

embryo
amniocentesis
Caesarean section
fetus
umbilical cord

amniotic sac
spontaneous abortion
genetic counseling
Rhogam
sonogram

Note to teacher: Use terms that have been stressed with your particular class. Alternate formats: matching, fill-in sentences.

c) Teacher reads to the class: "Imagine an ovum at the time of ovulation and assume that fertilization is going to take place. Describe the trip down the Fallopian tubes, including all events and when each takes place from ovulation through implantation. From implantation, name the major events occurring monthly to the point of birth."

d) Describe a good prenatal plan for a pregnant woman,including the basic facts regarding:
(1) Diet
(2) Sleep
(3) Exercise
(4) Smoking, drinking, and the use of drugs

e) Name one common complaint of pregnancy, and tell what a woman might do to alleviate the symptoms.

f) Explain one complication of pregnancy. Give definition, cause, treatment, and seriousness for mother.

g) List four causes of premature births. Write down one way each might be prevented or treated.

h) Identify five types of birth defects. For each defect listed, describe the possible implications for the baby.

i) In which situation is Rh disease possible in the newborn? Circle the correct answer.
   (1) Mother and father both Rh positive.
   (2) Mother and father both Rh negative.
   (3) Mother Rh positive, father Rh negative.
   (4) Mother Rh negative, father Rh positive.

j) List four precautions a couple can take to prevent birth defects.

k) Describe the normal birth from symptoms of impending labor through delivery, naming the stages of labor and explaining what is happening during each stage.

l) Select one birth complication or variation. In writing, define the situation. Identify a possible or probable cause and a preventive measure, if any. Describe the possible effects for the infant and for the mother, and the recommended treatment, if any.

RESOURCES

Agency Resources

American Medical Association
1776 K Street, NW.
Washington, D. C. 20036

American Public Health Association
1619 Massachusetts Avenue, NW.
Washington, D. C. 20038

Birthright Counseling Service
2800 Otis Street, NE.
Washington, D. C.
526-3333

March of Dimes
2601 University Boulevard
Wheaton, Maryland
942-5972

Maryland Right to Life
10730 Connecticut Avenue
Bethesda, Maryland 20014

National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland
496-4008

National Organization for Women
Montgomery County Chapter
Silver Spring, Maryland
589-1871

Planned Parenthood
4701 Randolph Road
Rockville, Maryland
468-7676

Zero Population Growth
1346 Connecticut Avenue, NW.
Washington, D. C.
785-0100

Audiovisual Materials

Films:
   Everyday Miracle: Birth, (MCPS #8226)
   The Feminine Mistake, (MCPS #7593)
   The First Days of Life, (MCPS #8272)
   Have a Healthy Baby, (MCPS #5725)

Heredity, (MCPS #8004)
Prenatal Development, (MCPS #6880)

Kits:

From Generation to Generation, slide/tape, National Foundation/March of Dimes
Inside My Mom, slide/tape, National Foundation/March of Dimes
Life Before Birth, filmstrip, Time/Life Productions

Print Materials

Pamphlet:

Birth Defects: The Tragedy and the Hope of Birth Defects, National Foundation/March of Dimes

Teacher references:

Dickinson, R. L., and Belskie, A. D. The Birth Atlas. New York: Maternity Center Association, 1978.
LeBoyer, Frederick. Birth Without Violence. New York: Alfred A Knopf, 1975.

UNIT VII. ADOLESCENT PREGNANCY

INSTRUCTIONAL OBJECTIVE

The student should be able to identify and evaluate problems specifically dealing with adolescent pregnancy.

PERFORMANCE OBJECTIVE 1

The student will identify the magnitude of the problem of adolescent pregnancy.

SUGGESTED ACTIVITY

Present national and local statistics regarding adolescent pregnancy. Summarize and discuss these statistics.

PERFORMANCE OBJECTIVE 2

The student will predict potential consequences of adolescent pregnancy.

SUGGESTED ACTIVITIES

a) Brainstorm, as a class, the possible consequences of adolescent pregnancy.

b) Following brainstorming, cite factual information dealing with the babies:
    (1) Babies born to teens are two to three times more likely to die in the first year of life.
    (2) There is a higher incidence of birth defects related to low birth weight, including brain injury, respiratory difficulties, club foot, and epilepsy.
    (3) A higher incidence of mental retardation and lower IQ may be related to nutrition and age of mother.
    (4) There is a higher reported incidence of abuse and neglect of children of adolescent parents.

PERFORMANCE OBJECTIVE 3

The student will cite and compare the effects of teenage pregnancy on various family members.

SUGGESTED ACTIVITIES

a) Discuss possible life changes for teenage mothers including the following:
    (1) Educational
    (2) Financial
    (3) Social (dating and marriage)
    (4) Emotional (personal freedom)

b) Discuss possible life changes for teenage fathers including the following:
    (1) Educational
    (2) Financial (responsible for child support)
    (3) Social
    (4) Emotional, including the following:

        - (a) Guilt about girl
        - (b) Guilt about allowing baby to be adopted
        - (c) Pride in fathering a child (with or without marrying)
        - (d) Lack of voice in mother's decision to keep baby or allow adoption

c) Discuss possible life changes for grandparents including the following:
    - (1) Financial support of child
    - (2) Care-taking responsibilities
    - (3) Social (stigma)
    - (4) Emotional (anger, unaccepting, self-blaming)

d) Discuss effects on others including the following:
    - (1) Financial:
        - (a) Welfare
        - (b) Doctor bills and continued care
        - (c) Salaries for social worker
    - (2) Educational (for mother, and later possibly for the child): special education

e) Show one or more of the following films, and discuss the implications:
    - (1) Me, A Teen Father?, (MCPS #7983)
    - (2) Shelley and Pete ... and Carol, (MCPS #8201)
    - (3) Teenage Father, (MCPS #7793)

f) Conduct a surrogate parenting exercise using the worksheet "Surrogate Child: Life with Eggbert and Omeletta" as a guide.

SAMPLE UNIT ASSESSMENT MEASURES

a) Write a paragraph describing the magnitude of the problem of teenage pregnancy in the United States.

b) List and explain three possible effects a teenage pregnancy can have on a family.

c) Choose one aspect of the consequences of teenage pregnancy and write a four- to five-page research paper.

RESOURCES

Audiovisual Materials

Films:
Me, A Teen Father?, (MCPS #7983)
Shelley and Pete ... and Carol, (MCPS #8201)
Teenage Father, (MCPS #7793)

Worksheet

Information Sheet:
"Surrogate Child -- Life With Eggbert and Omeletta"

INFORMATION SHEET: SURROGATE CHILD -- LIFE WITH EGGBERT AND OMELETTA

NAME ______________________________

DATE ____________ PERIOD __________

CONGRATULATIONS!! You have just become a teenage parent. Although these rules may not always be followed in real life, for the purpose of this assignment, you will be required to abide by the following:

a) Each person is responsible for the care of the egg(s) given to you by the teacher.

b) Each egg MUST be valued as a person would be.

c) Egg must be taken with you at all times, unless you wish to hire a sitter.
   (1) Sitter must be responsible, someone you would trust with a child.
   (2) You must keep a record of the amount of money you would spend on a sitter, at the "going" rate.

d) You must keep a diary or daily record journal.
   (1) Include other people's reactions to you or your egg.
   (2) Include your daily reactions and feelings regarding the egg.
   (3) Record injuries.
   (4) Be serious.
   (5) On a Friday or Saturday night, set your alarm for a "2:00 feeding." Go out to your kitchen and sit, rocking, for 10 minutes. Record in your diary exactly how you feel at that moment. Go back to sleep.

e) This assignment will run for a 10-day period, beginning ___________.

f) Diary is due ____________________.

UNIT VIII. CONTRACEPTION

INSTRUCTIONAL OBJECTIVE

The student should be able to identify and evaluate methods of contraception from the standpoint of health and effectiveness and emotional, social, and economic implications.

PERFORMANCE OBJECTIVE 1

The student will trace the history of birth control, including some of the myths.

SUGGESTED ACTIVITIES

a) Teacher presents background information regarding history of birth control from primitive times through the era of Margaret Sanger to the present day.

b) Discuss some of the current myths about contraception, including some of the ineffective methods used, such as plastic wrap, balloons, shaving foam, withdrawal, and douching.

PERFORMANCE OBJECTIVE 2

The student will identify the various methods of birth control and the advantages and disadvantages of each method.

SUGGESTED ACTIVITY

Show the slide/tape Family Planning: Decisions and Methods and discuss after each portion the advantages and disadvantages and action of each method of birth control.

INSTRUCTIONAL OBJECTIVE

The student should be able to discuss the different moral and/or religious Points of view regarding the use of contraceptives.

PERFORMANCE OBJECTIVE

The student will identify the moral/religious/philosophical reasons why people do or do not use various methods of birth control.

SUGGESTED ACTIVITIES

a) Use open-ended sentences for stimulating discussion.
    (1) People don't use birth control because....
    (2) People use birth control because....

b) Have a panel presentation of representative clergymen/women present the religious viewpoints on birth control.

c) Have copies of Religious Statements on Sexuality and Contraception available in the classroom. Let students know they are available for anyone who wishes to have one to read and/or keep.

SAMPLE UNIT ASSESSMENT MEASURES

a) List two popular myths related to birth control.

b) List five methods of contraception and explain the advantages, disadvantages, and possible side effects of each.

c) List three things to consider when selecting a particular method of birth control.

RESOURCES

Audiovisual Materials

Family Planning: Decisions and Methods, slide/tape, MCPS

Print Materials

Religious Statements on Sexuality and Contraception. Rockville, Maryland: MCPS, Revised, 1981.

UNIT IX. ECONOMICS OF FAMILY LIFE

INSTRUCTIONAL OBJECTIVE

The student should be able to evaluate and compare family budgets and related economic factors.

PERFORMANCE OBJECTIVE 1

The student will examine family patterns of money management.

SUGGESTED ACTIVITY

To discover how other people handle money, have students interview a variety of people from various family structures about their habits and attitudes about money.

Some questions might be:
- Who decides how money is used?
- If one person makes more money, does that person have more say over how the money is used?
- What conflicts have you had over money?
- What advice would you give me about money?
- Money is __________________.
- What would you do if you had $1,000 given to you right now?
- What does your family spend the most money on? (optional)

Have students summarize their findings and report to the class.

PERFORMANCE OBJECTIVE 2

The student will identify a variety of jobs available in the county and the entry level salaries that accompany each job.

SUGGESTED ACTIVITY

Have career technician from the school present to the students entry level salaries representing a variety of jobs reflecting differing educational background. Included in this presentation is gross income, job training, and job benefits.

Have students draw from lottery of jobs that the career technician has prepared. Students then determine net income and from that an estimated weekly take-home pay. If students have become paired in a "make-believe" marriage, they should work as a pair.

PERFORMANCE OBJECTIVE 3

The student will analyze the costs of goods and services and knowledgeably discuss some of the economic realities of life.

SUGGESTED ACTIVITY

Students complete, either alone or in pairs, the worksheets on "Costs of Goods and Services." This is a time when students may participate in a "make-believe marriage."

SAMPLE UNIT ASSESSMENT MEASURES

a) List three jobs in this county and give approximate salaries for each.

b) Describe three conflicts that may occur in a relationship over money.

c) List three things to evaluate when finding a place to live.

d) What are two advantages to comparative shopping?

e) List two issues about how money should be spent that should be discussed prior to marriage.

RESOURCES

Audiovisual Materials

Film:
    Make Believe Marriage (MCPS #7778)

Print Materials

Practical Family Life, Greenfield, Maryland: Channing L. Bete Co., Inc.

Student Worksheets:
- "Costs of Goods and Services -- Wedding"
- "Costs of Goods and Services -- Housing"
- "Costs of Goods and Services -- Furniture and Credit"
- "Costs of Goods and Services -- Initial Costs of Having a Baby"
- "Costs of Goods and Services -- Car"
- "Costs of Goods and Services -- Food"

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- WEDDING

NAME ______________________________

DATE ____________ PERIOD ___________

Research the cost of a wedding for 100 guests. Decide as couple or individual what kind of a wedding you want. Itemize the individual costs of the wedding, citing sources for your costs. Delete any items you will not use.

ITEM	COST	SOURCE	DESCRIPTION*
License Fee			
Wedding Rings			
Invitations			
Clothes for the Wedding			
Gifts for Attendants			
Flowers			
Organist			
Clergy			
Transportation for Bridal Party			
Reception Hall			
Refreshments			
Musicians			
Photographs			
Other			
TOTAL			

---

*Use extra paper if necessary.

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- HOUSING

NAME ________________________________

DATE ____________ PERIOD ____________

Go into the community and research housing that would suit your needs as a newly married couple. Traditionally it has been a general rule that housing costs should total one fourth your income. That rule while no longer rigidly observed is a useful target.

You are to submit floor plans and rental prices (including costs of utilities and/or extra fees) for two types of one-bedroom apartments, for example, basic apartment with no frills and luxury apartment with ammenities. Include copies of sample contracts and salary requirements.

Fill in attached comparison sheet.

Date Due: ________________________

Total Points: ________________________

COSTS OF GOODS AND SERVICES -- HOUSING (Continued)

COMPARISON SHEET

HOUSING	BASIC NO-FRILLS, BEDROOM APARTMENT	LUXURY ONE-BEDROOM APARTMENT	ONE-BEDROOM APARTMENT THAT SUITS YOUR NEEDS
Name of Apartment			
Address			
Salary Requirements			
Total Floor Space			
Swimming Pool			
Tennis Courts			
Community Room			
Pets			
Apartment Rental Cost			
Total Ammenities Cost			
Total Rental Cost			
Any Additional Requirements or Restrictions (rug, etc.)			

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- FURNITURE AND CREDIT

NAME ______________________________

DATE ___________ PERIOD ___________

FURNITURE

Plan furnishings for a one-bedroom apartment. Use the attached sheet as a guideline for planning your furnishings for your apartment. Indicate the price of all items and include the source, such as, Sears, Levitz, Ethan Allen, yard sale.

COST OF CREDIT (Extra Credit Assignment)

Explore a time payment plan for at least one major piece of furniture such as a sofa or bed. Include details of payment schedule, annual percentage rate, and total cost of item when purchased by credit versus cash. Include a copy of the contract you would sign if making a credit purchase.

Date Due: ______________________

Extra Credit: ______________________

Total Points: ______________________

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DETERMINE INVENTORY VALUE AS PRESENT DAY NEW COST OF AN ITEM LESS
ESTIMATED DEPRECIATION FROM WEAR, TEAR, OBSOLESCENCE, ETC.

KITCHEN	VALUE
Tables & Chairs	$
Cabinets	
Refrigerator	
Stove	
Dishes & Silverware	
Pots, Pans & Utensils	
Electrical Appliances	
Clocks	
Freezer & Contents	
Curtains	
Dishwasher	
Vacuum Cleaner	
TOTAL	$

BEDROOMS	NO. 1	NO. 2	NO. 3
Rugs & Pads	$	$	$
Beds, Mattresses & Springs			
Chests & Dressing Table			
Desks & Contents			
Lamps & Radios			
Chairs			
Pictures, Mirrors & Clocks			
Toilet or Vanity Sets			
Blankets, Spreads & Linens			
Draperies & Curtains			
TOTALS	$	$	$

LIVING AREA	LIVING	DINING
Rugs & Pads	$	$
Couch or Sofa		
Chairs		
Tables		
Desk & Desk Sets		
Bookcase & Books		
Draperies, Curtains & Blinds		
Lamps		
Clocks		
Silver, China & Glassware		
Mirrors & Pictures		
Fireplace Fixtures		
TV, Radio & Stereo Set		
Musical Instruments (Piano, etc.)		
TOTALS	$	$

CLOTHING & PERSONAL EFFECTS	VALUE
Coats	$
Furs	
Suits & Dresses	
Slacks & Skirts	
Sweaters, Jackets & Gloves	
Shirts & Blouses	
Underwear & Lingerie	
Socks & Hosiery	
Shoes (All Types)	
Jewelry & Watches	
Rainwear & Umbrellas	
Electric Razors & Hairdryers	
Eyeglasses	
Neckties, Belts, Billfolds & Scarves	
Children's Clothing	
TOTAL	$

STORAGE AREA BASEMENT OR ATTIC	VALUE
Washing Machine	$
Dryer	
Lawn Mower	
Trunks & Luggage	
Garden Tools	
Portable Fans, Heaters & Air Conditioners	
Sewing Machine & Equipment	
Hobby & Sports Equipment	
Bicycles & Toys	
TOTAL	$

SUMMARY OF TOTALS

LIVING AREA--LIVING & DINING	$
KITCHEN	$
BEDROOMS	$
CLOTHING & PERSONAL EFFECTS	$
STORAGE AREA BASEMENT OR ATTIC	$
MISCELLANEOUS	$

VALUE OF CONTENTS	$
INSURANCE IN FORCE	$

VALUE OF HOME (Home Owners Only)	$
INSURANCE IN FORCE	$

NAME ____________________
ADDRESS ____________________
CITY ______________ STATE ____ ZIP CODE ________
DATE OF INVENTORY ____________________

RETAIN THIS FORM FOR YOUR RECORDS

GEICO

BEST COPY AVAILABLE

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- FURNITURE AND CREDIT -- (Continued)

STUDENT WORKSHEET: FURNITURE

NAME ______________________________

DATE ____________ PERIOD ___________

ROOM	ITEM	SOURCE	COST
Living Room			
Dining Room			
Bedroom			
Kitchen			
Bathroom			

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES --
FURNITURE AND CREDIT -- (Continued)

COST OF CREDIT

NAME ______________________________

DATE ____________ PERIOD ___________

Extra Credit Assignment

1. Name of Item (sofa, queen size bed, etc.)_________________________.
2. Place of Purchase_________________________.
3. Cost of Item Paying Cash_________________________.
4. Annual Percent Interest Rate_________________________.
5. Time Period Over Which Financed_________________________.
6. Total Monthly Payment_________________________.
7. Total Cost of Credit_________________________.

   (Difference between paying cash and financing the purchase)

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- INITIAL COSTS OF HAVING A BABY

NAME ______________________________

DATE ____________ PERIOD ___________

Using the attached list, price the layette as described. Include prices for each item as well as a total price.

Check with a doctor's office for a description (number of visits, tests, and so forth) of care and cost for medical care during pregnancy. Check for costs of delivery, including doctor's fees and hospital costs.

Check with a pediatrician's office for a description (number of visits, tests, innoculations, and cost) including hospital exam at birth and of well-baby care for first year.

Date Due: ______________________

Total Points: ______________________

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- MEDICAL COSTS

NAME ______________________

DATE __________ PERIOD __________

Ob-GYN Care

Prenatal Care __________

Labor and Delivery __________

Hospitalization (average stay three to nine days) __________

Postmaternity Checkups __________

Total Obstetric Care __________

Pediatric Care

Hospital Exam __________

Well-Baby Exams for One Year __________

Innoculations for One Year __________

Total Pediatric Care __________

Layette

Total Layette __________

TOTAL COST OF MEDICAL CARE, LAYETTE FOR PREGNANCY, AND FIRST YEAR OF BABY'S LIFE __________

BASIC LAYETTE

CLOTHING

- 3 or 4 small shirts
- 6 sacks or kimonos. Nightgowns that pull on over baby's head are harder to put on than are front-opening kimonos.
- 3 or 4 cotton receiving blankets at least 42 to 45 inches square
- 2 lightweight sweaters and 1 cap
- 1 warm outer wrapping blanket or shawl
- 5 to 6 boxes of single-use diapers newborn size. (This is roughly a three-week supply.) Or 3 dozen cloth diapers.
- 1 pair booties or socks.
- 2 or 3 infant coveralls--one-piece garments including feet, with plastic snap closings down the front and the insides of the legs. This garment makes it easy to change a diaper without completely undressing the baby.

FOR SLEEPING

- 1 bassinet or crib
- 1 firm mattress (no pillow is required)
- 1 waterproof sheet or mattress cover to protect the mattress
- 3 or 4 absorbent cotton pads to put under baby
- 4 to 6 crib sheets, preferably a type which needs no ironing
- 2 or 3 crib blankets, preferable machine washable

FOR DIAPERING

- Baby powder
- A firm, flat surface with a rubber waterproof pad about 12 "by 18." It's a good idea to get a least three of these pads as they can be used to protect clothing when holding baby. Some parents use a special utility table for diapering (it has a lower shelf for extra storage), or a folding bath table, but it can just as well be a chest of drawers of the right size and height, or a kitchen counter.

FOR BATHING

- 1 plastic or rubber bathtub (some come with a built-in liner or foam-rubber bottom to prevent slipping). Some parents prefer to use a large dishpan (only for baby), or the kitchen sink, well scrubbed, with a towel lining it to prevent slipping.
- 2 to 4 soft washcloths and towels
- 2 big bath towels, one to cover the dressing surface and one to wrap wet baby in
- Mild soap; soap dish
- Baby oil dr lotion (as recommended by doctor)
- Gauze squares stored in a covered container
- Cotton balls and swabs stored in a covered container

FOR FEEDING

If mother will breast-feed:

3 or 4 four-once bottles, nipples, and bottle caps to give water or juice

If mother will bottle-feed:

- 6 to 8 eight-ounce bottles and 2 four-ounce bottles with the same number of nipples and caps
- 1 nipple jar and cover (a well-scrubbed coffee can with plastic lid or a wide-mouthed pint fruit jar can be used)
- 1 sterilizer (it can be a large saucepan or kettle)
- 1 bottle and nipple brush

OPTIONAL BUT PRACTICAL

- 1 temperature-retaining travel case to hold one nursing bottle
- 1 automatic electric bottle warmer, which can be plugged into an electric outlet and which shuts itself off when it reaches the correct temperature. (Not all doctors believe it necessary to warm bottles. Check with your physician.)
- 1 cuddle carrier for a newborn. This item resembles a backpack but can be worn front or back by the parent, leaving the parent's arms free while carrying baby. Be sure it has a protective panel to hold baby's shoulders and head securely, as well as a secure seat.
- 1 tote bag for diapers and other supplies
- 1 crash-tested infant car carrier. For older babies, one crash-tested car seat or harness. (Baby should never travel in a car in parent's arms.)

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- CAR

NAME ______________________________

DATE ____________ PERIOD ____________

Research the cost of a new car. Include the make and model of the car and the source of your information (dealership).

Calculate the cost to put the car on the road. Include such things as sales tax, title tags and registration, insurance, cost of car, dealer preparation, and tank of gasoline.

Compare the cost of credit by researching the costs of a loan from a dealer vs. a credit union or bank.

Calculate the cost of driving the car for the first year's using. Use AAA estimate, federal government rate of 20 gallons of gasoline per mile for 12,000 miles per year, or your own estimate with justification.

Date Due: ______________________

Total Points: ______________________

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- CAR -- (Continued)

CAR AND COST OF CREDIT

NAME ____________________

DATE __________ PERIOD __________

PURCHASE INFORMATION

Purchase Price $ __________

Down Payment, Trade-In Allowance __________

Loan Amount (Purchase Price less down payment) __________

FINANCING -- LENDING INSTITUTION VS. DEALER FINANCING

FINANCER	TWO-YEAR-LOAN	THREE-YEAR-LOAN
Lending Institution:		
Interest rate per year	________ %	________ %
Cost per month	$ ________	$ ________
Cost per year	$ ________	$ ________
Monthly payment	$ ________	$ ________
List any restrictions, that is, age, insurance, and credit rating.		
____________________		
____________________		
Dealer Financing:		
Interest rate per year	________ %	________ %
Cost per month	$ ________	$ ________
Cost per year	$ ________	$ ________
Monthly payment	$ ________	$ ________
List any restrictions, that is, age, insurance, and credit rating.		
____________________		
____________________		

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- FOOD

NAME ______________________________

DATE ____________ PERIOD ____________

Plan a menu for a week's time, including breakfast, brown bag lunch,and dinner for two. Menu planning must incorporate food requirements from the basic four food groups. In your menu planning, you may eat meat no more than once a week. Include the cost of this meal in your total food budget. From this plan, prepare a shopping list for the above and figure food costs for a week. From the figure, calculate food costs for a month.

This assignment will require a trip to the grocery store.

While at the grocery store, make a comparison of at least five items. Comparing the cost of brand name items versus store brand items, that is, Giant Brand canned tomatoes vs. Contadina canned tomatoes.

Indicate any sources (cook books, magazines, and the like) used for your menu plan.

In addition to the cost of a month's groceries, price the following staple items which are basic to a kitchen pantry (the total cost of these items should be listed as a separate total:

- Catsup
- Mustard
- Mayonnaise
- Onions (5 lbs.)
- Pepper
- Potatoes
- Salad Oil
- Salt
- Margarine
- Sugar

Extra credit may be earned by preparing an itemized list of cleaning supplies needed to set up a one-bedroom apartment. Include prices of each item and total cost.

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- FOOD -- (Continued)

MENU PLAN

NAME ______________________

DATE __________ PERIOD __________

DAY OF WEEK	BREAKFAST	LUNCH	DINNER	OTHER
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				

Source: ____

____

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- FOOD -- (Continued)

FOOD COSTS

NAME ______________________

DATE __________ PERIOD __________

Complete this shopping list for one week.

GROUP/PRODUCT	QUANTITY	COST
Protein: (2-3 servings per day)		
Meat		$
Poultry		
Eggs		
Fish		
Nuts		
Beans		
Other		
Total Cost		$
Dairy: (3 servings per day)		
Milk		$
Cheeses		
Ice Cream		
Yogurt		
Butter/Margarine		
Other		
Total Cost		$
Fruit and Vegetable: (4 servings per day)		
Fruits:		
		$
Vegetables:		
Juices:		
Total Cost		$

GROUP/PRODUCT	QUANTITY	COST
Bread and Cereal: (3-4 servings per day)		
Flour (included in your staple allowance)		$
Rice		
Oats		
Cornmeal		
Pastas		
Cereals:		
Baked Goods:		
Other		
Total Cost		$
Miscellaneous:		
Coffee		
Tea (included in your staple allowance)		
Salt (included in your staple allowance)		
Spices:		
Oil (included in your staple allowance)		
Salad Dressing		
Other		
Total Cost		$

Total Cost of Groceries for 1 Week	$
Meals Eaten Out--Total Cost for 1 Week	$
Total Cost of Food for 1 Week	$
Total Cost of Food for Month (Multiply Total Cost for 1 Week by 4.)	$
Total Cost of Staple Items	$
GRAND TOTAL FOR FOOD FOR 1 MONTH AND STAPLES	$

STUDENT WORKSHEET: COSTS OF GOODS AND SERVICES -- FOOD -- (Continued)

FOOD COMPARISON SHOPPING LIST

NAME ______________________

DATE ____________ PERIOD ____________

List five food items:

BE SPECIFIC AS TO SIZE	COST OF STORE BRAND	COST OF NAME BRAND
1.		
2.		
3.		
4.		
5.		

UNIT X. AGING

INSTRUCTIONAL OBJECTIVE

The student should be able to list, explain, and formulate solutions to the problems of aging.

PERFORMANCE OBJECTIVE 1

The student will identify the aged population in America.

SUGGESTED ACTIVITIES

a) Have students write short responses to the question, "When is a person old?"

Discuss their answers and then discuss:
- When would a professional football or baseball player be considered old?
- A new mother?
- A medical doctor?
- A college student?
- A senator?

b) Have students conduct a poll to find out how people view aging in relation to various occupations. Discuss what causes different perceptions about who/what is considered old.

c) Have students fill in worksheet entitled: The Elderly as a Percentage of the Total Population: 1950 to 2020.

PERFORMANCE OBJECTIVE 2

The student will analyze the physical process of aging and discuss how changing physical needs can be met.

SUGGESTED ACTIVITIES

a) Have students choose partners for an "experiment in aging." Using a 24-inch piece of twine or yarn, loosely tie one partner's legs together to slow his/her ability to walk. The other partner will guide "elderly" partner in and around the classroom under teacher supervision. Reverse roles.

b) Half of class will simulate partial hearing loss, using cotton in their ears during a class discussion. Reverse roles.

c) After the above activities, have a class discussion on the physical problems of the elderly. Consider answers for the following:
   (1) How did it feel to be helped around the room?
   (2) How did it feel not to hear all that was said in the class discussion?
   (3) What are some other physical problems and changes?
      - Circulatory system

- Appetite changes/digestion
- Muscular system and strength
- Senility (present in only small fraction of total population of older people)
- Healing ability

PERFORMANCE OBJECTIVE 3

The student will identify emotional and social needs of the aged in this country and suggest methods for meeting these needs.

SUGGESTED ACTIVITIES

a) Discuss some statistics in regard to the aging process.
  (1) Numbers--In 1980, 22 million Americans were over 65 years old. (Check current percentage or figure; numbers increase steadily.)
  (2) Housing--2/3 have their own houses; 1 million were in nursing homes; 1 million were in "geriatric" boarding homes.
  (3) Income--1/2 had an income below $5,000 (check current figure); 4/5 received social security which was the largest part of their income.

b) Show one or more of the following films: Aging (MCPS #6572), Peege (MCPS #6463), Shopping Bag Lady (MCPS #7036), and To Be Growing Older (MCPS #6455).

c) Discuss the emotional and social problems of aging, including such factors as retirement, forced retirement, loneliness, fear of death, and attitudes of family and society.

d) Assign a positive interview with an older person as a means of obtaining extra credit. Students choosing to do this must interview any person over 65 whom they consider to be active and/or happy and report to the class. Questions asked should be similar to the following:
  (1) What was the happiest experience of your life?
  (2) What advantages are there to being older?
  (3) What things do you most enjoy doing now?
  (4) What have you learned in your lifetime?
  (5) What advice would you give a young person looking forward to a life ahead?

e) Conduct an analytical survey of the way older persons are portrayed on television.

f) Construct bulletin board or other displays on aging for the school.

g) Discuss programs for the aged such as the:
  (1) Foster Grandparent Program
  (2) Retired Senior Volunteer Program (RSVP)
  (3) Meals on Wheels
  (4) Group dining programs
  (5) Other government and private organizations and programs

h) Have a member of Gray Panthers or the American Association of Retired Persons speak to the class, telling about the organization and its goals.

i) Take a field trip to a nursing home, or assign groups to go to various homes to compare observations in class as a follow-up.

j) Write a report dealing with the nursing home visit. Include the following in the report:
   (1) Patient capacity
   (2) Patient census at the time of the visit
   (3) Patient-personnel ratio
   (4) Cleanliness
   (5) Attitude of personnel
   (6) Attitude of patient
   (7) Type of food service
   (8) Types of health insurance programs accepted

k) Show the filmstrip Our Elders and/or How Would You Like To Be Old?

l) Visit a local retirement community, such as Leisure World (on Georgia Avenue extended, large) or Friends House (Sandy Spring, small and more modest). Compare the atmosphere with that of a nursing home.

SAMPLE UNIT ASSESSMENT MEASURES

a) Write a definition of aging.

b) List at least five facts/observations about the aging population in the United States.

c) Identify in writing a physical, an emotional, and a social problem associated with aging; and suggest ways in which each might be alleviated.

d) List and explain three positive ways in which people can prepare for and enjoy the latter part of life.

RESOURCES

Agency Resource

American Association of Retired Persons
1909 K Street, NW.
Washington, D. C. 20049

The Gray Panthers of Metropolitan Washington
711 8th Street, NW.
Washington, D. C.
347-9541

Audiovisual Materials

Films:
   Aging, (MCPS #6572)
   Peege, (MCPS #6463)
   Shopping Bag Lady, (MCPS #7036)
   To Be Growing Older, (MCPS #6455)

Filmstrips:
   Gramp: A Man Ages and Dies, Sunburst
   How Would You Like To Be Old?, Guidance Associates

Our Elders: Generation Neglected, Scott Education

Printed Materials

Student Worksheets:
- "Aging Poll"
- "Record of Aging"
- "Interview with an Elderly Person"
- "The Elderly as Percentage of Total Population: 1950 to 2020"
- "An Evaluation of the Physical Process of Aging"
- "How the Media Treats the Aging"

Information Sheet:
- "Information on Aging"

Answer Sheet: "The Elderly as Percentage of Total Population: 1950 to 2020"

INFORMATION SHEET: INFORMATION ON AGING

Growing old is an inherent and inevitable part of the human experience. The person of 60, 70, or 80 carries the same person within as he or she was at 25, 30, or 40. The weight of responsibilities and energies may have shifted; but the knowledge and feelings, the desires and dislikes are similar to those characteristic of that person in earlier years.

Physical factors play a vital part in aging but so do emotional attitudes and feelings. The attitudes of the person are extremely important in determining the experience of aging; however, the attitudes of the society also have an enormous impact. In a "now" generation, in our "throw-away" society of paper plates, disposable diapers, and almost annual changing of cars and television sets, is it a surprise that some people also find older, retired people unnecessary and unwanted? Mandatory retirement, nuclear families, and small living units do not allow for the admittance of older persons into the extended families as was sometimes evidenced in the past. Young people "catch" attitudes from their parents and grow up to demonstrate to their children that old cars should be traded in and old people put aside. It has been said that if people want to know how they will be treated by their children when they are old, they should just look at how they, themselves, are treating their parents.

Although the United States is a youth-oriented society, 1980 statistics showed that 10 percent of the population was 65 or older as compared to 4 percent in 1900. Four out of five of these people received social security checks, and yet over one-half lived on an annual income of approximately $5,000. The incidence of suicide was highest among the aged in our country.

The problems of aging are sociological, psychological, financial, and physical. So are the problems of everyone. In the aged, these problems may be more visible or acute. A continuing fact emerges. A person who has learned to meet problems, to cope with stress, and to maintain emotional health carries these skills with him or her into later years. Aging is a continuum.

STUDENT WORKSHEET: AGING POLL

NAME ______________________________

DATE ____________ PERIOD ____________

A person's age can be a determining factor in measuring his/her job effectiveness. Such items as experience, judgment, and physical fitness are directly related to age. Using the questions below, interview five persons of different age groups. Record the answers you receive by talling their responses in the columns at the right of the page. The poll results will be discussed and compared in class.

IN YOUR OPINION	13-18	19-25	26-30	31-40	31-55	OVER 55
At what age are people most physically fit?						
At what age are people most mentally alert?						
What would you prefer your doctor to be?						
What is the best age for a teacher?						
What is the best age for a senator?						
At what age should people become president of a company?						
At what age are police officers at their best?						
What is the best age for secretaries?						
When would a professional football player be considered old?						
At what age would a new mother be considered old?						
Make up three of your own questions. Then conduct your poll with five people.						
______________________________ ______________________________						
______________________________ ______________________________						
______________________________ ______________________________						

STUDENT WORKSHEET: RECORD OF AGING

NAME ______________________________

DATE ____________ PERIOD ___________

Aging begins when you are conceived and will continue until the time of your death. Use the following chart to record the significant steps in your aging process to date. List the incident, your age at the time of the incident, and the reason you feel that incident or period was an important time in your aging process.

AGING INCIDENT	YOUR AGE AT THAT TIME	IMPORTANCE OF INCIDENT

STUDENT WORKSHEET: INTERVIEW WITH AN ELDERLY PERSON

NAME ______________________________

DATE ____________ PERIOD ____________

"How To Prepare for Aging"

There is much we can learn about aging from talking with a person who is now experiencing old age. You are going to interview an elderly person on the subject of preparing for old age. Set up an interview with a grandparent, an elderly neighbor, or an elderly friend. As you talk with this person, ask for ideas on the following topics. Write their suggestions on this page.

Whom did you interview? ______________________________

List the financial arrangements that people should try to make in preparation for old age.

____

____

____

How should people prepare for the social changes that come with aging? What are some of these changes?

____

____

____

List some preparations regarding health and physical conditions that people should make as they approach old age.

____

____

____

List how people can plan in advance for the psychological and emotional changes of aging. Raise questions about acceptance of aging, changing of habits, self-esteem, and so on.

____

____

____

The person you interview may have some suggestions in areas other than those given above. List any such suggestions.

____

____

____

STUDENT WORKSHEET: THE ELDERLY AS PERCENTAGE OF TOTAL POPULATION: 1950 to 2020

NAME ______________________________

DATE ____________ PERIOD ____________

	1950	1960	1970	1976	1980	2000	2020
Total population in millions	150.7	179.3	203.2		220.0		
65 years and over	8.1	9.3	9.9	10.7	11.2	12.2	15.5
70 years and over	4.8	5.8	6.4	6.8	7.3	8.7	10.0
75 years and over	2.6	3.1	3.7	4.1	4.2	5.5	5.9
85 years and over	0.4	0.5	0.7	0.9	1.0	1.4	1.6

Projections based on birth rates of 2.1 children per family, the so-called replacement level.

QUESTIONS

1. What percentage of the population in 1960 was 65 and over? __________
2. What percentage of the population is expected to be 65 and over in 2000? __________
3. How much of a percentage increase is expected in the category of 70 and over between now and the year 2000? __________
4. Answer the following:
   a) Approximately how many Americans were 85 and over in 1970? __________
   b) Approximately how many Americans will be 85 and over in 1980? __________
   c) What percentage of an increase is this? __________
5. In what year were almost one out of every ten Americans 65 or over? __________
6. How often is a census taken? __________
7. Answer the following:
   a) How many Americans were 65 and over in 1950? __________
   b) How many Americans will be 65 and over in 1980? __________
   c) What percentage of an increase is this? __________
8. Answer the following:
   a) What percentage of Americans were under 65 in 1950? __________
   b) What percentage is expected to be under 65 in about 40 years? __________
   c) What percentage of an increase is this? __________
9. How many Americans were between 70 and 74 in 1960? __________

ANSWER SHEET: THE ELDERLY AS PERCENTAGE OF TOTAL POPULATION: 1950 to 2020

1. 9.3%
2. 12.2%
3. 1.4%
4. a) 1.4 million
   b) 2.2 million
   c) 60%
5. 1970
6. Every 10 years
7. a) 12.2 million
   b) 24.6 million
   c) 41%
8. a) 91.9%
   b) 84.5%
   c) 7.4%
9. 4.8 million

STUDENT WORKSHEET: AN EVALUATION OF THE PHYSICAL PROCESS OF AGING

NAME ______________________________

DATE ____________ PERIOD ____________

Write a short description of the symptoms of aging for each of these areas. After completing this task, write an essay of three or four paragraphs explaining how a person's life-style might have to change to compensate for each of the areas. You may use the back of this page.

Senses ____

____

____

Senility (in a small percentage of older people) ______________________

____

____

Muscular System (strength and mobility) ______________________________

____

____

Ability of the body to heal itself ________________________________

____

____

Digestion (changes in appetite) ___________________________________

____

____

Circulation ____

____

____

STUDENT WORKSHEET: HOW THE MEDIA TREATS THE AGING

NAME ______________________________

DATE ____________ PERIOD ___________

Watch the news program on T.V. several days, and collect newspaper or magazine clippings that deal with aging.

Select a TV or newspaper item that interests you. From what newspaper or news station did it come?

Summarize the content of the article or program in the following space. (Attach the newspaper clipping.)

____

____

____

____

List below half a dozen facts about aging that you learned from the articles you have collected from the newspapers or magazines or the news programs that you have seen on TV.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

Attach the clippings you collected to this page, and hand them in with your completed assignment.

UNIT XI. CHILD ABUSE

INSTRUCTIONAL OBJECTIVE

The student should be able to define and describe the problems of child abuse and explain ways to deal with it.

PERFORMANCE OBJECTIVE 1

The student will define the terms child abuse and child neglect.

SUGGESTED ACTIVITY

Using copies of the federal and Maryland child maltreatment laws, formulate with the class brief definitions of child abuse and child neglect.

PERFORMANCE OBJECTIVE 2

The student will explore the history of child maltreatment.

SUGGESTED ACTIVITIES

a) Discuss perceptions of child maltreatment through time and culture.
    (1) Children as property of parents
    (2) Infanticide as practiced throughout history
    (3) Children sold into slavery
    (4) Children mutilated to increase appeal as beggars or freak performers
    (5) Concept of "Spare the rod and spoil the child"
    (6) During the 1960's all states enacted laws to protect children whose parents fail to meet the minimum standards of care.

b) Discuss the above in terms of child maltreatment in our current society.

c) Research classical nursery rhymes and fairy tales for evidences, in allegory, of child maltreatment in the past. Write a paper, using at least two nursery rhymes and two fairy tales, discussing the evidences of child maltreatment. The paper should be at least two pages, and the last paragraph should include the student's personal comments and impressions.

PERFORMANCE OBJECTIVE 3

The student will describe the characteristics of a potentially abusive parent or care giver.

SUGGESTED ACTIVITIES:

a) Discuss and list on the chalk board characteristics that may be common to many abusive or neglectful parents or care givers, such as:
    (1) Abused or neglected in childhood
    (2) Isolated by choice or circumstance
    (3) Low self-esteem
    (4) Difficulties dealing with stress

   (5) Lack of knowledge or understanding of normal stages of child development

b) Discuss the role of a babysitter as a care giver.

PERFORMANCE OBJECTIVE 4

The student will identify the potentially vulnerable child.

SUGGESTED ACTIVITIES:

a) List and discuss the characteristics of potentially vulnerable children, such as:
   (1) A physically, emotionally, or mentally impaired child
   (2) An infant who suffers from colic or who otherwise cries more than the caretaker anticipates
   (3) A precocious child
   (4) A demanding child
   (5) A foster child, step child, or adopted child
   (6) A child conceived or born before marriage
   (7) A child of an unwanted pregnancy
   (8) Children of multiple births
   (9) A child of other than the preferred gender

b) Discuss why the factors listed above may make a child vulnerable to abuse or to neglect.

c) Show film Cipher in the Snow (MCPS #6571) and discuss the characteristics which made the boy a vulnerable child.

PERFORMANCE OBJECTIVE 5

The student will describe stressful situations that may lead to child maltreatment.

SUGGESTED ACTIVITIES

a) Have students, working in groups of four or five, brainstorm stressful situations that may lead to child abuse or neglect. After about 10-15 minutes, have each group read its list aloud, compiling lists on the chalk board.

b) Using class input, mark each item with an "O" for ongoing or an "I" for immediate. Compare the class list with a transparency of the lists from the American Humane Association entitled "The Episode of Child Maltreatment." Discuss the differences between ongoing and immediate stress factors.

c) Discuss and list possible positive ways of dealing with the types of stress which may come with caring for an infant or child.

PERFORMANCE OBJECTIVE 6

The student will describe the physical indicators of abuse and neglect.

SUGGESTED ACTIVITIES:

Use the information sheet "Physical and Behavioral Indicators of Child Abuse and Neglect" to list and discuss the following:

a) The physical indicators of abuse.

b) The physical indicators of neglect.

c) Possible behavioral indicators of the abused or neglected child.

PERFORMANCE OBJECTIVE 7

The student will explain the requirements of Maryland's child abuse and neglect laws.

SUGGESTED ACTIVITIES

Use the information sheet "Maryland Reporting Requirements--Child Abuse and Child Neglect" to identify and discuss the following:

a) Persons responsible for reporting cases of suspected child abuse

b) Persons responsible for reporting cases of suspected child neglect

c) Reasons people hesitate reporting cases of suspected child abuse and/or neglect

PERFORMANCE OBJECTIVE 8

The student will explain the procedures involved in reporting a suspected case of child abuse or neglect.

SUGGESTED ACTIVITIES

Use copies of MCPS Form 335-44: Report of Suspected Child Abuse/Child Neglect to discuss the procedures for reporting suspected cases of abuse and/or neglect.

PERFORMANCE OBJECTIVE 9

The student will identify community resources available to assist in the prevention and treatment of child abuse and neglect.

SUGGESTED ACTIVITIES

a) Invite a speaker from one of the Montgomery County agencies which are concerned with child maltreatment and neglect. See resource list at end of this unit.

b) If a speaker is not available, ask for descriptive literature or other information to share with the class; or

c) Have a small group of students interview the person in his or her office and bring back to the class information as to the responsibilities and experiences of the agency.

SAMPLE UNIT ASSESSMENT MEASURES

a) Write a definition of child abuse and one of child neglect.

b) Give one example of child maltreatment in the past and compare it with a similar example in today's society.

c) List three characteristics of a potentially abusive or neglectful parent or other care giver, and give an example for each.

d) List five factors that may make a child vulnerable to abuse and neglect, and briefly explain the reason each may contribute to vulnerability.

e) List five ongoing and five immediate stress factors involved in potential child abuse. Discuss in two or three paragraphs a positive means of dealing with one of the factors mentioned.

f) List three indicators of possible physical abuse and three indicators of possible neglect of children.

g) List two contrasting behaviors that an abused child may exhibit.

h) What individuals are required to report instances of suspected child abuse?

i) Name four occupations whose employees are required to report child neglect.

j) What Montgomery County government department should be called in cases of child maltreatment?

k) List two community resources or agencies other than fire and police that offer services for the prevention of child abuse and neglect.

RESOURCES

Agency Resources

Department of Social Services
Protective Services
5630 Fisher's Lane
Rockville, Maryland 20852
468-4417

Office of Family Resources
Division on Children and Youth
Child Protection Coordinator
Fleet Street Building
Rockville, Maryland 20850
279-1530

Audiovisual Resources

Films:
- A Chain To Be Broken, (MCPS #7608)
- Cipher in the Snow, (MCPS #6571)

Print Materials

Gilder, Sharon. *Safety, Touch and Me*. Bethesda, Maryland: Montgomery County Sexual Assault Services, 1983.

Understanding Child Maltreatment: Help and Hope. Rockville, Maryland: Montgomery County Public Schools, 1976.

Information Sheets:
  "Public Law 93-247: Federal Child Maltreatment Law"
  "Maryland State Child Maltreatment Law"
  "The Episode of Child Maltreatment"
  "Physical and Behavioral Indicators of Child Abuse and Neglect"
  "Maryland Reporting Requirements--Child Abuse and Child Neglect"
  "Department of Social Services/Protective Services"
  "Montgomery County Public Schools: A Policy Statement on Child Abuse and Neglect"
  "The Story of the Stone Family"

MCPS Form 335-44: Report of Suspected Child Abuse/Child Neglect

Federal Child Maltreatment Law (V.2)

Public Law 93-247
93rd Congress, S. 1191

January 31, 1974

Section 3. For purposes of this Act the term "child abuse and neglect" means the physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate that the child's health or welfare is harmed or threatened thereby, as determined in accordance with regulations prescribed by the Secretary.

Maryland State Child Maltreatment Law (V. 3)

Article 27, Section 35A, Annotated Code of Maryland

An ACT concerning

Child Abuse

For the purpose of expanding the definition of child abuse, defining sexual abuse, requiring reports to include information on sexual abuse; clarifying language; providing immunity from civil liability and criminal penalty for physicians or health care institutions examining or treating a child without the consent of the parents or guardian in certain cases; and providing for payment to physicians or health care institutions for charges incurred.

By repealing and re-enacting, with amendments,

Article 27 - Crimes and Punishments
Section 35A
Annotated Code of Maryland
(1971 Replacement Volume and 1973 Supplement)

Section 1. Be it enacted by the General Assembly of Maryland, that Section 35A of Article 27 - Crimes and Punishments of the Annotated Code of Maryland (1971 Replacement Volume and 1973 Supplement) be and it is hereby repealed and re-enacted, with amendments, to read as follows:

Article 27 - Crimes and Punishments

35A.

The General Assembly hereby declares as its legislative intent and purpose the protection of children who have been the subject of abuse by mandating the reporting of suspected abuse, by extending immunity to those who report in good faith, by requiring prompt investigations of such reports and by causing immediate, cooperative efforts by the responsible agencies on behalf of such children.

(a) Any parent, adoptive parent or other person who has the permanent or temporary care or custody or responsibility for the supervision of a minor child under the age of eighteen years who causes abuse to such minor child shall be guilty of a felony and upon conviction shall be sentenced to not more than fifteen years in the penitentiary.

(b) Wherever used in this section, unless the context clearly indicates otherwise:

1. "Health practitioner" includes any physician, surgeon, psychologist, dentist and any other person authorized to engage in the practice of healing, any resident or intern in any of these professions, and any registered or licensed practical nurse attending or treating a child in the absence of a practitioner of any of these professions.

2. "Child" means any person under the age of eighteen (18) years.

3. "Local department of social services" and "local state's attorney" refer to the jurisdiction in which the child lives, or where the abuse is alleged to have taken place, if different.

4. "Educator or social worker" shall mean any teacher, counselor, or other professional employee of any school, public, parochial or private, or any caseworker or social worker or other professional employee of any public or private social, educational, health or social service agency or any probation or parole officer or any professional employee of a correctional institution.

5. "Law-enforcement officer" shall mean any police officer, or State trooper in the service of the State of Maryland or any county or municipality thereof.

6. "Law-enforcement agency" shall mean any police department, Bureau or force of any county or Baltimore City, any police department, bureau or force of any incorporated municipality or the Maryland State Police.

7. "Abuse" shall mean any: (A) physical injury or injuries sustained by a child as a result of cruel or inhumane treatment or as a result of malicious act or acts by any parent, adoptive parent or other Person who has the permanent or temporary care or custody or responsibility for supervision of a minor child. (B) Any sexual abuse of a child, whether physical injuries are sustained or not.

8. "Sexual Abuse" shall mean any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, carnal knowledge, sodomy or unnatural or perverted sexual practices on of child by any parent, adoptive parent or other person who has the Permanent or temporary care or custody or responsibility for supervision of a minor child.

(c) Every health practitioner, educator or social worker or law-enforcement officer, who contacts, examines, attends, or treats a child and who believes or has reason to believe that the child has been abused is required to make a report in the form and manner provided in the following subsection, notwithstanding any other section of the law relating to privileged communications; provided, however, that if the educator or social worker or law-enforcement officer or health practitioner examines, attends, or treats the child in the capacity of a member of the staff of a hospital, public health agency, child-care institution, juvenile detention center, school or similar institution, the health practitioner, educator or social worker or law-enforcement officer, shall also immediately notify and give all necessary information required by this section to the person or persons in charge of the institution or a designated representative thereof.

(d) Each such report made pursuant to the provisions of subsection (C) shall be made to the agencies as provided for hereinafter, both orally and in written form; both the reports to be made as soon as is reasonably possible in the case, the written report must be made within forty-eight (48) hours of the contact, examination, attention or treatment which disclosed the existence of possible abuse. The oral report shall be made either by telephone or to the appropriate law-enforcement agency. The agency to which the report is made shall immediately notify the other agency. Nothing however, shall prohibit the local department of social services and the appropriate law-enforcement agency from jointly agreeing to cooperative arrangements. The written report required to be made shall be made in all cases to the local department of social services and a copy sent to the local State's attorney.

The oral and written reports shall contain the following information, or as much thereof as the person making the report shall be able in the circumstances to furnish:

(1) The name and home address or addresses of the child or children and the parent or other persons responsible for the care of the child or children in question;

(2) The present whereabouts of the child or children if not the same as the home address or addresses;

(3) The age or ages of the child or children;

(4) The nature and extent of the injuries or injury or sexual abuse of the child or children in question, including any evidence or information available to the person or agency rendering the report of previous injury or injuries possibly resulting from abuse or previous sexual abuse.

(5) All such information available to the reporter which would be of aid in establishing the cause of the injuries or injury and identity of the person or persons responsible therefore.

(e) Any person other than a health practitioner, educator or social worker, or law-enforcement officer who has reason to believe a child is abused shall so report to the local department of social services or to the appropriate law-enforcement agency. The agency to which the report is made shall immediately notify the other agency. Nothing, however, shall prohibit the local department of social services or the appropriate law-enforcement agency from jointly agreeing to cooperative arrangements. A report made by such person may be either written or oral, or both, and such report shall be regarded as a report within the provisions of this section, whether or not the report contains all of the required information provided for in subsection (d).

(f) The local department of social services or the appropriate law-enforcement agency as the case may be, or both, if jointly agreed upon, shall make a thorough investigation promptly upon receiving a report of probable violation of this section, and the primary purpose of the investigation shall be the protection of the welfare or the child or children. The investigation shall include a determination of the nature, extent and cause or causes of the abuse, if any; upon validation of the suspected abuse, the investigation shall then ascertain the identity of the person or persons responsible therefor, the name, age and condition of other children in the same household, an evaluation of the parents and the home environment, and all other facts or matters found to be pertinent. The local department of social services, and the appropriate law-enforcement agency if that agency participated in the investigation, shall render a complete written report of its findings to the local State's attorney within five (5) working days of the completion of the investigation, which shall be within ten (10) days of the receipt of the oral or written report first disclosing to the local department of social services the existence of a possible violation of this section. Upon request by the local department of social services, the local State's attorney shall assist in the investigation.

(f-1) If, in the course of the investigation conducted by the local department of social services under the provisions of sub-section (e), a representative of the department has probable cause to believe that the child or children is or are in serious physical danger and that an emergency situation exists, the representative may enter the household, if the representative has been previously denied the right of entry. A law-enforcement officer shall accompany the representative, and he may use reasonable force, if necessary, to assure that the representative is able to gain entry. If the danger proves to be genuine, the representative may remove the child or children from the household temporarily without prior approval by the juvenile court.

If the child is removed from the household under the provisions of this section, the local department of social services shall have the child thoroughly examined by a physician, and the report of this examination shall be included in the report made under the provisions of subsection (e) within the time specified.

(g) Based on their findings, the local department of social services shall render the appropriate service in the best interests of the child, including, when indicated, petitioning the juvenile court in behalf of the child for the added protection to the child which either commitment or custody would provide. The local State's attorney and other appropriate law-enforcement agencies having jurisdiction shall take such lawful action as may be appropriate in the circumstances.

(h) (1) Any person, including a health practitioner, educator, or social worker or law-enforcement officer, participating in the making of a good faith report pursuant to this section or participating in an investigation or in a judicial proceeding resulting therefrom shall in so doing be immune from any civil liability or criminal penalty that might otherwise be incurred or imposed as a result thereof.

(2) Any physician licensed to practice medicine in Maryland who shall be presented with a child pursuant to an order of a court of competent jurisdiction, or by a law-enforcement officer or by a representative of a local department of social services who states he has the child in his custody as a child whom he has reason to believe is an abused child, shall examine said child with or without the consent of a parent, guardian or custodian of said child to determine the nature and extent of injury or injuries or sexual abuse, if any, to said child. Any such physician and any public or private health care institution with which he might be affiliated or to which the child might be brought, and those persons working under the control or supervision of said physician or such health care institution who shall so examine or participate in the examination of said child shall be immune from civil liability and/or criminal penalty that might result from failure to obtain consent from the parent, guardian or custodian to examine the child.

(3) Any physician licensed to practice medicine in Maryland who shall be presented with a child pursuant to an order of a court of competent jurisdiction or by a law-enforcement officer or by a representative of a local department of social services who states he has the child in his custody as a child whom he has reason to believe is an abused child, who shall have examined any child pursuant to the provisions of section (1) who shall determine that immediate medical treatment is indicated may provide such treatment to said child with or without the consent of a parent, guardian, or custodian of said child. Any such physician or health care institution and those persons working under the control or supervision of said physician or health care institution so treating said child shall be immune from civil liability and/or criminal penalty that might result from the failure to obtain the consent from the parent, guardian or custodian for the treatment of the child.

(4) Whenever any child is examined or treated pursuant to section (H) (2) and section (H) (3) the local department of Health and Mental Hygiene shall be responsible for the payment of all reasonable physician and/or health care institution charges incurred and the parents or the guardian of the child shall be liable to the local department for such payments.

(i) The State Department of Social Services shall and each local department of social services may maintain a central registry of cases reported under this section, which data shall be furnished by the respective local departments of social services throughout the state of Maryland and this data shall be at the disposal of local departments of social services, social agencies, public health agencies, law-enforcement agencies, as well as licensed health practitioners and health and education institutions licensed or regulated by the State of Maryland.

Section 2. And be it further enacted, that this act shall take effect July 1, 1974.

THE EPISODE OF CHILD MALTREATMENT

* Typical Stress Factors Immediately Prior to Maltreatment
  - Family breakup
  - Job-related difficulties
  - Health problems
  - Argument
  - Physical fight
  - Under the influence of alcohol or drugs
  - Child's incessant crying
  - Child's disobedience/loss of control during discipline
  - Child's hostility or provocation
  - Child's resistance to perpetrator's sexual advances
  - Other immediate stress
  - None apparent

* National Standard Form - 0023
Copyright 1974, Children's Division
The American Humane Association, Denver, Colorado

THE EPISODE OF CHILD MALTREATMENT

TYPICAL ONGOING STRESS FACTORS

Insufficient income
Heavy financial debt
Misuse of adequate income
Unemployment
Poor work stability
Physical illness or injury
Alcohol addiction
Drug addiction
Mental retardation
Currently receiving treatments at mental health facility
Marital problems
Religious differences
Work-related problems
New baby in the home
Pregnancy
Heavy and continuous child care responsibility
Absence of family member
Physical abuse of spouse
Police/court record (excluding traffic)
Newcomer to household
Recent relocation
History of abuse as a child

CHART I

Physical and Behavioral Indicators of Child Abuse and Neglect

Type of CA/N	Physical Indicators	Behavioral Indicators
Physical Abuse	Unexplained bruises and welts: - On face, lips, mouth - On torso, back, buttocks, thighs - In various stages of healing - Clustered, forming regular patterns - Reflecting shape of article used to inflict (electric cord, belt buckle) - On several different surface areas - Regularly appear after absence, weekend or vacation Unexplained burns: - Cigar, cigarette burns, especially on soles, palms, back, or buttocks - Immersion burns (sock like, glove like, doughnut shaped on buttocks or genitals) - Patterned like electric burner, iron, etc. - Rope burns on arms, legs, neck, or torso Unexplained fractures: - To skull, nose, facial structure - In various stages of healing - Multiple or spiral fractures Unexplained lacerations or abrasions: - To mouth, lips, gums, eyes - To external genitalia	Wary of adult contacts Apprehensive when other children cry Behavioral Extremes: - Aggressiveness or - Withdrawal - Frightened of parents - Afraid to go home - Reports injury by parents
Physical Neglect	Consistent hunger, poor hygiene Inappropriate dress Consistent lack of supervision, especially in dangerous activities or long periods Unattended physical problems or medical needs Abandonment	Begging, stealing food Extended stays at school (early arrival and late departure) Chronic school absence Constant fatigue, listlessness, or falling asleep in class Alcohol or drug abuse Delinquency (e.g., thefts) States there is no caretaker

CHART I - (Continued)

Physical and Behavioral Indicators of Child Abuse and Neglect

Type of CA/N	Physical Indicators	Behavioral Indicators
Sexual Abuse	Difficulty in walking or sitting Torn, stained, or bloody underclothing Pain or itching in genital area Bruises or bleeding in external genitalia, vaginal, or anal areas Venereal diseases, especially in preteens Pregnancy	Unwilling to change for gym or participate in physical education class Withdrawal, fantasy, or infantile behavior Bizarre, sophisticated, or unusual sexual behavior or knowledge Poor peer relationships Delinquent or runaway Reports sexual assault by caretaker
Emotional Maltreatment	Speech disorders Lags in physical development Failure to thrive	Habit disorders (sucking, biting, rocking, and the like) Conduct disorders (antisocial, destructive, and so on) Neurotic traits (sleep disorders, inhibition of play) Psychoneurotic reactions (hysteria, obsession, compulsion, phobia, hypochondria) Behavioral extremes: - Complaint, passive - Aggressive, demanding Overly adoptive behavior: - Inappropriately adult - Inappropriately infant Developmental lags (mental, emotional) Attempted suicide

MARYLAND REPORTING REQUIREMENTS - CHILD ABUSE AND CHILD NEGLECT

CHILD ABUSE - Article 27 Section 35A - Annotated Code of Maryland

Definition of Child Abuse

Child Abuse is defined by law as any physical injury to a child under 18 by a parent or caretaker, as a result of cruel or inhumane treatment; any sexual abuse to a child under 18 by a parent or caretaker whether physical injuries are sustained or not.

Who Must Report Child Abuse

The law requires every person to report suspected child abuse and extends immunity from civil liability or criminal penalty to all who report in good faith.

How to Report Child Abuse

Health practitioners, educators, social workers, and law-enforcement officers are required by law to make both an oral and written report as soon as is reasonably possible, the written report to be made within 48 hours of the suspicion of abuse. Any other person may make either an oral or written report. To make an oral report, phone Protective Services at 468-4417 - the 24-hour number for receipt of reports of child abuse and neglect.

CHILD NEGLECT - Article 72A Section 4-11 - Annotated Code of Maryland

Definition of Child Neglect

The law defines a neglected child as one under the age of 18 who has suffered or is suffering significant physical or mental harm or injury as a result of conditions created by the absence of his parents, guardian, or custodian, or by the failure of that person to give proper care and attention to the child and his problems.

Who Must Report Child Neglect

The law requires health practitioners, educators, social workers, and law-enforcement agencies or officers to report child neglect and extends immunity from civil liability to these persons for reports made in good faith. There is no legal requirement for reports to be made by any other persons and civil immunity is not extended to any person who is not a health practitioner, educator, social worker, or law-enforcement agency or officer.

The law provides that the health practitioner, educator, social worker, and law enforcement agency or officer need not report child neglect if:

1. Efforts are being made or will be made to alleviate the conditions or circumstances which may cause the child to be considered a neglected child and it is concluded that these efforts will alleviate these conditions or circumstances; or

2. The mandated reporter believes that the reporting would inhibit the child, parent, guardian, or custodian from seeking assistance in the future and thereby be detrimental to the child's welfare.

Note that policy adopted by Montgomery County Board of Education requires all school personnel to report suspected child neglect.

How to Report Child Neglect

An oral or written report shall be made as soon as is reasonably possible in the circumstances but, in any case, a written report must be made within 48 hours after the reporter has reason to suspect that the child is a neglected child. To make an oral report, phone Protective Services at 468-4417 - the 24-hour number for receipt of reports of child abuse and neglect.

DEPARTMENT OF SOCIAL SERVICES/PROTECTIVE SERVICES - May 31, 1979

Protective Services is a State-mandated program charged with the legal responsibility of investigating and evaluating reports of suspected physical and sexual abuse and neglect of children under eighteen and offering those ongoing services and/or actions to the family which are deemed necessary to insure the safety of and well being of the children. The focus of service is to maintain the family structure while preventing incidents of abuse and neglect.

The Maryland Child Abuse Law* makes it mandatory for "every health practitioner, educator, or social worker or law enforcement officer ... or any person ... who has reason to believe a child is abused" to report the situation to the local department of social services or to the appropriate law-enforcement.agency. Immunity from civil liability is extended to those who report cases in good faith.

Marylands Neglected Children Law** mandates health practitioners, educators, social workers, and law enforcement agencies to report suspected neglect to the local department of social services and extends immunity to those mandated to report.

In Montgomery County, the Department of Social Services receives the abuse and neglect referrals. Professionals or private citizens who are uncertain about making a report can consult with the Protective Services Unit before proceeding with the referral. The 24-hour telephone number for the Protective Service Unit is 468-4417.

Protective Services provides the following:

1. Twenty-four-hour, seven-days-a-week response to abuse and neglect complaints. Protective Services staff provide coverage during the week while contract personnel are used on weekends and holidays to investigate reports.

2. Investigation of abuse complaints within the hour by a protective service social worker and a plain clothes police officer from the Montgomery County Police Department.

3. Securing a medical examination and necessary treatment through the Montgomery County Health Department or the nearest hospital emergency room of children injured as a result of abuse or serious neglect.

4. Placement of children deemed in need of immediate removal from their homes to protect their physical and emotional safety.

5. Petitioning the Montgomery County Juvenile Court for a-Child-in-Need-of-Assistance finding when evidence of abuse or neglect exists and the parents are unable or unwilling to use help to improve the child care or protect from further harm.

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*Article 27, Section 35A, Annotated Code of Maryland.

**Neglected Children, Article 72A, Section 4 through 11, Annotated Code of Maryland.

6. Assessment of the child's situation through interviews with the family, reports from the school, health department, private physician, or other professional and community sources the family may provide.

7. Determination regarding the family's need for ongoing services based on the results of the assessment of the child s situation.

8. Provision of ongoing social work services to families where abuse and/or neglect has been confirmed, to families not providing the minimum standards of child care, and to families requesting service. Length of service to the family is, as much as possible, decided jointly between the client and the social worker. Some of the services that can be arranged by Protective Services, often utilizing other agency and community programs, are as follows:
   a) Concrete services such as day care, homemakers, transportation, financial aid, clothing and furniture.
   b) Instruction in child development and parenting skills.
   c) Assistance with referrals to public and private mental health agencies for evaluations and therapy or counseling.
   d) Assistance with connecting the family to the Montgomery County Parents Anonymous group.
   e) Direct provision of therapy/counseling to families ranging from an individual, couple, family or group approach.
   f) Continuing assessment of the child's situation.

9. Community Education to discuss what abuse and neglect are, to emphasize the law and reporting procedures, and to highlight the services that can be offered to families with the aim of heightening public awareness and increase the reporting of suspected neglect and abuse incidents.

Revised, August 26, 1974

Montgomery County Public Schools

a policy statement on Child Abuse and Child Neglect

POLICY

The Montgomery County Board of Education, recognizing the serious local, state, and national problems of child abuse and child neglect, affirms its position that the Montgomery County Public Schools shall cooperate vigorously to expose these problems by early identification of abuse or neglect and by reporting suspected cases to duly constituted authorities whether or not substantial corroborative evidence is available. School employees are in a unique position to discover potential cases of abuse and/or neglect of children and youth through the age of seventeen years. Employees are required by Maryland law to report suspected cases of child abuse to the Department of Social Services or Juvenile Section of the Montgomery County Police Department. Suspected child neglect is to be reported to the Department of Social Services.

Effective action by school employees can be achieved through recognition and understanding of the problem, knowing the reporting procedures, and participating in the information programs in child abuse provided for Montgomery County Public Schools employees. Guidelines have been developed to provide direction for staff members in reporting suspected child abuse or child neglect cases. Staff personnel should be aware that by statute they are immune from any civil and/or criminal liability when reporting suspected child abuse, and from any civil liability when reporting suspected child neglect. Failure to report, on the other hand, might result in legal action being brought against a staff member and disciplinary action by the school system. Any doubt about reporting a suspected situation should be resolved in favor of the child, and this situation should be reported immediately.

Any Montgomery County Public Schools employee who has reason to believe that a child has been abused or neglected, shall report this information in the form and manner provided.

To maintain awareness on the part of all professional staff members, the Montgomery County Public Schools will provide periodic staff development on the subject of child abuse and neglect.

INFORMATION ON AND PROCEDURES FOR REPORTING SUSPECTED ABUSED AND NEGLECTED CHILDREN

I. REPORTING CASES OF CHILD ABUSE

An abused child is any child under the age of eighteen who a) has sustained physical injury as a result of cruel or inhumane treatment or as a result of malicious acts by his parent or any other person responsible for his care or supervision; b) has been sexually molested or exploited, whether or not he has sustained physical injury, by his parent or any other person responsible for his care or supervision.

The abuse of children can cause permanent physical damage, and may be fatal. Researchers have found a very significant number of abusing parents were themselves abused as children. Perpetrators of violent crimes against persons – even teenage offenders – have frequently been found to have a past history of abuse by their parents or guardians.

Once considered a syndrome that affected only children under three, child abuse today is found as frequently among school-age children. Half of the known cases at the present time are school-age children, with the number who are adolescents rapidly increasing. Educators are in a unique position to identify and report child abuse. Every effort must be made to identify abused children and to prevent repeated abuse.

All Montgomery County Public Schools employees are required by law to report *suspected* cases of child abuse. As soon as an employee has reason to believe that a child may have been abused, he must call the Protective Services Section of the Montgomery County Department of Social Services, 279-1758, or the Juvenile Section of the Montgomery County Police Department, 762-1000. Simultaneously, the reporting person shall notify the principal that a report has been made. The obligation of the principal to report cases of suspected child abuse brought to his attention by his staff is not discretionary, and he shall assure that the case is duly reported if the reporting person has not done so.

When a report of suspected abuse has been made, a police officer accompanied by a social services worker will respond at once.

Within forty-eight hours, the person making the original oral report must send a written report of the incident to the Department of Social Services, with copies to the Montgomery County State's Attorney, the Juvenile Section of the Montgomery County Police Department, and the Supervisor of Pupil Personnel at the central office. One copy of the report will be kept in a confidential file by the principal but not placed in the pupil's folder. Montgomery County Form 335-44 is to be used for this written report.

A. Immunity

Anyone who reports suspected child abuse in good faith, or who participates in any investigation or judicial proceeding which results from a report of suspected child abuse is immune from civil liability or criminal penalty. Failure to report could result in a lawsuit with the possibility of substantial damages should an injured or murdered child's guardian be able to establish that the school employee had prior knowledge or suspicions which, if reported, might have prevented further injury to the child.

B. Reporting Cases Not Involving Apparent or Obvious Physical Injury

It is not necessary that the reporting employee observe any external physical signs of injury to the child. It is sufficient merely to presume that abuse has occurred when a child complains of having been sexually molested or of pain, which he says has resulted from an inflicted injury. In such cases the report should be made.

Employees should be aware that abused children typically explain injuries by attributing them to accidents in play or to sibling conflict. In any case, no employee should attempt to press a child on the subject of parental or guardian abuse to validate the suspicion of child abuse. Validation of suspected abuse is the responsibility of the Department of Social Services, assisted by the police. *Any doubt about reporting a suspected situation is to be resolved in favor of the child* and the report made immediately.

C. Purpose of Intervention

Reports of suspected child abuse are carefully investigated jointly by the Police Department's Juvenile Section detectives and social workers from the Department of Social Services. Each case receives a professional evaluation leading to whatever civil action may be necessary to ensure treatment for the family. Treatment may include a full range of therapeutic programs. The abuser is not subject to indiscriminate criminal prosecution. The State's Attorney and the police work closely with all involved professional personnel and authorities to establish alternatives to prosecution, whenever possible.

II. REPORTING CASES OF CHILD NEGLECT

The Montgomery County Department of Social Services has the legal responsibility for evaluating reports of suspected child neglect and for taking legal action to protect a child where necessary. Under Article 77, Section 116A of the Annotated Code of Maryland, any educator who acts upon reasonable grounds in the making of any report required by law, rule, or regulation or who participates in judicial proceedings which result from such report shall be immune from any civil liability which occurs. A neglected child may be one of the following:

1. Malnourished; ill-clad; dirty; without proper shelter or sleeping arrangements; lacking appropriate health care
2. Unattended; without adequate supervision
3. Ill and lacking essential medical care
4. Denied normal experiences that produce feelings of being loved, wanted, secure (Emotional neglect)
5. Unlawfully kept from attending school
6. Exploited; overworked
7. Emotionally disturbed due to continuous friction in the home, marital discord, mentally ill parents
8. Exposed to unwholesome and demoralizing circumstances

All suspected child neglect cases should be reported on Montgomery County Form 335-44 to the Department of Social Services and the Supervisor of Pupil Personnel. *If there is any doubt or question in reporting such cases, it should be resolved in favor of the child.*

III. CONTENT OF REPORTS

Oral and written reports shall contain the following information, or as much data as the person making the report can provide:

1. The name(s) and home address(es) of the child(ren) and the parent or other person responsible for the care of the child(ren)
2. The present whereabouts of the child(ren) if not at home
3. The age(s) of the child(ren)
4. The nature and extent of the abuse or neglect suffered by the child(ren), including any evidence or information that may be available to the person making the report concerning previous physical or sexual abuse or neglect.

MONTGOMERY COUNTY GOVERNMENT **Rockville, Maryland**	**REPORT OF SUSPECTED CHILD ABUSE/** **CHILD NEGLECT**

INSTRUCTIONS: Respond to each item even if reply is "unknown" or "none." For suspected child abuse, an oral report must be made to the Protective Services Unit of the Montgomery County Department of Social Services, telephone 468-4417, or the Juvenile Section, Youth Division of the Montgomery County Department of Police, telephone 946-7900 or 565-7719.

This report must be filed within 48 hours after oral report. Send copies as indicated below to Department of Social Services, your agency's administrative office, State's Attorney's Office and Police Youth Division. For suspected child neglect, retain original; send copies to Department of Social Services, and your agency's administrative office. Destroy others. Type or print firmly on hard surface. (See reverse side for definitions and additional instructions.)

Check type of referral: ☐ SUSPECTED CHILD ABUSE ☐ SUSPECTED CHILD NEGLECT

TO: MONTGOMERY COUNTY DEPARTMENT OF SOCIAL SERVICES, PROTECTIVE SERVICES UNIT
5630 Fishers Lane, Rockville, Maryland 20852

FROM
Name ______________ Position ______________ Agency/School ______________

Address ______________ Phone ______________

Name of Child

M____ F____

Address (Where child may be seen)

Birthdate and Age

Name of Person(s) Responsible For Child's Care (Parents/Guardian)

Father ______________ Phone ______________
(first, middle, last name)

Mother ______________ Phone ______________
(first, middle, last name)

Guardian ______________ Phone ______________
(first, middle, last name)

Address ______________

Relationship of guardian, if any ______________

The nature and extent of the current injury to the child, circumstances leading to the suspicion that the child is a victim of abuse/neglect:

Information concerning previous injury or conditions of neglect to this child or other children in this family situation, including previous action taken, if any:

Any other information available to you which would be of aid in establishing the cause of the injuries and/or neglect:

Signature of Person Making Report	Date & Hour of Oral Report	To Whom Reported Name Agency	Date Copies Mailed

DISTRIBUTION **WHITE/Montgomery County Dept. of Social Services** **5630 Fishers Lane** **Rockville, Md. 20852** **(468-4417)**	**GREEN/Your agency's Administrative Office** **(MCPS: Supervisor of Interagency Programs** **Educational Services Center** **850 Hungerford Dr.** **Rockville, Md. 20850)**	**YELLOW/Retain** **(MCPS: Destroy)**	**FOR SUSPECTED ABUSE ONLY** **PINK/State's Attorney for Montgomery County** **P.O. Box 151** **Rockville, Md. 20850**	**GOLD/Montgomery County Police Youth Division** **2300 Randolph Rd.** **Wheaton, Md. 20902** **(946-7900 or 565-7719)**

MCPS Form 335-44, Revised August 1983

DEFINITIONS OF CHILD ABUSE AND CHILD NEGLECT

A. CHILD ABUSE

1. Any physical injury or injuries sustained by a child under the age of eighteen (18) as a result of cruel or inhumane treatment or as a result of malicious act or acts by any parent or other person who has the permanent or temporary care or custody or responsibility for supervision of the child under circumstances that indicate that the child's health or welfare is harmed or threatened thereby.
2. Whether physical injuries are sustained or not, any sexual abuse of a child under the age of eighteen (18) by any parent or other person who has the permanent or temporary care or custody or responsibility for supervision of the child.
3. Sexual abuse as defined by Maryland law may range from nude photography and fondling for sexual gratification to incest, rape, sexual offense in any degree, sodomy, sexual practices prohibited by law or prostitution, or allowing, permitting, encouraging, or engaging in the obscene or pornographic photographing, filming, or depicting of a child for commercial purposes as prohibited by law.

B. CHILD NEGLECT

A "neglected child" means a child who has suffered or is suffering significant physical or mental harm or injury as a result of conditions created by the absence of his parents, guardian, or custodian, or by the failure of that person to give proper care and attention to the child and his problems under circumstances that indicate that the child's health or welfare is harmed or threatened thereby. However, a child may not be considered to be neglected solely because he is receiving nonmedical remedial care and treatment recognized by State law in lieu of medical treatment

ADDITIONAL INSTRUCTIONS FOR REPORTING CHILD ABUSE

1. An oral report of suspected child abuse must be made *immediately* during school hours. A written report must be submitted. It is not necessary to observe outward signs of injury to the child. Neither is it necessary for the reporter to establish proof that abuse has occurred. Protection of the child is paramount. If abuse is suspected, a report must be submitted.
2. Every health practitioner, educator or social worker or law-enforcement officer, who contacts, examines, attends, or treats a child and who believes or has reason to believe that the child has been abused is required to make a report to either, Social Services, 468-4417 or Police, 946-7900 or 565-7719 (24 hours).
3. Any person including a health practitioner, educator, or social worker, or law-enforcement officer, participating in the making of a good faith report, or participating in an investigation or in a judicial proceeding resulting therefrom shall in so doing be immune from any civil liability or criminal penalty that might otherwise be incurred or imposed as a result.

ADDITIONAL INSTRUCTIONS FOR REPORTING CHILD NEGLECT

1. The 1978 Maryland State Law requires all health practitioners, educators, social workers, and law-enforcement agencies or officers to report suspected child neglect.
2. An oral report of suspected child neglect must be made to either Social Services, 468-4417, or Police, 946-7900 or 565-7719 (24 hours) as soon as is reasonably possible upon suspicion of child neglect. A written report must be submitted within 48 hours.
3. Any person other than a person suspected of child neglect who in good faith makes or participates in making a report of neglect or who participates in an investigation or in a resulting judicial proceeding is immune from any civil liability or criminal penalty that might otherwise be incurred or imposed as a result.

THE STORY OF THE STONE FAMILY

Six months ago the Stone family moved to a two-bedroom apartment above your apartment. They have a four-year-old boy Ned, a three-year-old girl Valerie, and a two-month-old baby girl. Mr. Stone lost his job over a month ago. You see him leave every morning and he has told you, "Jobs are sure hard to get."

You know the two older children from seeing them play outside, and you often stop to speak to them.

Lately, you have heard the children crying a great deal, particularly in the evening. You have heard shouting sounds, doors slamming, and people running. One day you see Ned outside on his tricycle, and you notice many bruises on his face and arms. You say "Hello" to him, and he hangs his head and turns away.

UNIT XII. SEXUAL ASSAULT

INSTRUCTIONAL OBJECTIVE

The student should be able to assess the problem of sexual assault and suggest ways to prevent and/or deal with it.

PERFORMANCE OBJECTIVE 1

The student will list possible reasons for sexual assault.

SUGGESTED ACTIVITIES

a) Work on a class definition for sexual assault. Be sure the definition would include such different categories of sexual assault as improper touch, obscene phone calls, voyeurism, statutory rape, rape with weapon, incest, and other forced sexual acts.

b) Discuss possible reasons for rape, including the rape of males. Be sure to make clear that rape is an act of violent aggression, not of passion. Emphasize that fault lies with the assailant, not with the victim.

c) Show the Aquaintance Rape film series:
   - 7718 The Party Game
   - 7719 The Date
   - 7720 End of the Road
   - 7721 Just One of the Boys

   Discussion following each film should focus on the attitude of the assailant, the misunderstandings or misperceptions that made the assault possible, and ways in which the victim might possibly have escaped from the situation or avoided it.

PERFORMANCE OBJECTIVE 2

The student will analyze measures which might help prevent sexual assault.

SUGGESTED ACTIVITIES

a) Show film How to Say No to a Rapist and Survive (MCPS #6590). Discuss.

b) Discuss self-defense courses, use of weapons, screaming and struggling, and assertive behavior as means of preventing sexual assault. Discuss the merits of each.

PERFORMANCE OBJECTIVE 3

The student will describe steps to be taken following a sexual assault.

SUGGESTED ACTIVITIES

a) Brainstorm and list "do's and don'ts" for the time immediately after sexual attack, such as:

- Do not bathe or change clothes
- Call the Montgomery County Sexual Assault Service
- And so on

b) Identify and discuss the medical and legal help available to rape victims in the Montgomery County and Washington, D. C., areas.

c) Discuss the emotional trauma of rape for the victim and the family. Stress the importance of professional counseling when symptoms persist or reappear.

d) Write a Personal Bill of Rights (each student, not to be handed in). For each right, decide at least one thing that must be done to attain or keep it. Example: I have the right to help choose the President. To do this, I will register to vote as soon as I am eligible.

SAMPLE UNIT ASSESSMENT MEASURES

a) List three possible reasons for sexual assault.

b) List five ways in which persons can help avoid sexual assault.

c) Role play dating situations. Show passive and then assertive behavior for dealing with possible sexual assault.

d) List the steps one should take following sexual assault. RESOURCES

Agency Resources

Montgomery County Police Department
Crime Prevention Section
For guest speaker: 840-2585

Montgomery County Sexual Assault Service
751 Rockville Pike, Suite 26B
Rockville, Maryland 20850
For guest speaker: 424-2882

Audiovisual Materials

Film:
- Acquaintance Rape series, four films:
  - The Party Game, (MCPS #7718)
  - The Date, (MCPS #7719)
  - End of the Road, (MCPS #7720)
  - Just One of the Boys, (MCPS #7721)
- How To Say No to a Rapist and Survive, (MCPS #6590)

Print Materials

Storaska, Frederic. How To Say No To a Rapist and Survive. New York: Random House, 1975.

Safety, Touch and Me. Bethesda, Maryland: Montgomery County Sexual Assault Service, 1983.

Teaching My Child Self Protection. Rockville, Maryland: Montgomery County Sexual Assault Service, 1984.

TEACHING MY CHILD SELF PROTECTION

Tips For Parents To Prevent Child Sexual Abuse

What Children Need To Know To Protect Themselves

- Child sexual abuse is a safety issue and should be treated as such. Just as we teach our kids how to cross the street or ride their bikes, we need to teach them how to protect themselves from sexual abuse.
- Some touches are o.k. (good) and some are not o.k. (bad or confusing).
- Children should break the rule of obeying adults when their safety is in question.
- Most of the time the offender is known to the victim.
- If an adult or another child breaks the rule of touching private parts, your child can say "No!"
- Because we cannot warn out children about specific people who are potential offenders, we must tell our children to be aware of the experience, rather than a person. (Instead of "Don't go with strangers," tell your child if anyone asks you to go with them, you must tell me first.")
- Children should tell someone that they are being abused until the abuse stops.

What To Say To Your Kids About Child Sexual Abuse

- Establish a common vocabulary for body parts with your child.
- Ask questions. Find out how much your child knows. Use exploitive situations on television programs as a trigger for discussion.
- Play "what if" games to check your child's knowledge and understanding of the problem.
- Tell stories ending with the way you want your child to respond in the situation.
- Both parents should agree that the family will not keep "secrets" (vs. "surprises"). Explain the difference between secrets and surprises to your child.
- Give your child permission to say "No!" to an adult.
- Tell your child that she/he should always tell you if something should happen, and mean it.

The Montgomery County Sexual Assault Service
For more information or 24 hour crisis counseling call:
424-2882 or walk in at:
751 Rockville Pike, Suite 26B
Rockville, Maryland 20850

UNIT XIII. SEXUALLY TRANSMITTED DISEASES

INSTRUCTIONAL OBJECTIVE

The student should be able to list and describe major sexually transmitted diseases found in this country and how they are dealt with.

PERFORMANCE OBJECTIVE 1

The student will discuss the history of sexually transmitted diseases.

PERFORMANCE OBJECTIVE 2

The student will become aware of the most common sexually transmitted diseases and recognize the consequences of contracting each.

SUGGESTED ACTIVITIES FOR PERFORMANCE OBJECTIVES 1 AND 2

a) Discuss the history of sexually transmitted diseases, including the pre-Columbian and Columbian theories regarding syphilis. Mention some of the famous people in world history who are thought to have had a sexually transmitted disease.

b) Show transparencies of charts illustrating the incidence of sexually transmitted diseases throughout the United States. Note especially the increase in numbers of cases.

c) List on the board statistics for the past five years for syphilis and gonorrhea in Montgomery County and/or the United States as a whole.

d) Dramatize situations such as:
   (1) Boy telling girlfriend that he has just found out that he has gonorrhea.
   (2) Boy talking with friend who is afraid that he has gonorrhea.
   (3) Woman in clinic is being told that she has a positive test for syphilis.

e) Have lecture/discussion of the causes, prevention, and treatment of genital herpes, venereal warts, pubic lice, scabies, and chlamydia.

f) Have the school nurse visit the classroom to discuss services available through the Health Department clinics.

g) Have a V.D. investigator visit the classroom. (Contact the Montgomery County Health Department V.D. Clinic.)

h) Using brainstorming techniques, have students think of publicity ideas for sexually transmitted disease prevention in the community. In small groups of two or three, have students prepare posters with original slogans to be displayed around the school and/or community. Other ideas may include: bumper stickers, radio/TV ads, newspaper articles, cartoon strips, or a cover for a V.D. pamphlet.

SUGGESTED ASSESSMENT MEASURES

a) List the differences between the pre-Columbian and Columbian theories on the history of syphilis.

b) List three common sexually transmitted diseases in the United States, identifying symptoms, treatments, and possible means of prevention for each.

c) In essay form discuss the seriousness of Herpes II.

RESOURCES

Agency Resources

American Public Health Association
1015 15th Street, NW.
Washington, D. C. 20005
789-5600

American School Health Association
1521 S. Water Street
P.O. Box 708
Kent, Ohio 44240
(216) 678-1601

Montgomery County Health Department
V.D. Clinic
2000 Dennis Avenue
Silver Spring, Maryland 20902
593-8507

National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland 20852

Your school/community health nurse

Audiovisual Materials

Films:

Dangerous Duo, (MCPS #7966)
Jennifer - A Revealing Story of Genital Herpes, (MCPS #8361)

Print Material

Meeks, Linda, and Hert, Philip. Health Focus on You: Venereal Diseases - Sexually Transmitted Diseases. Columbus, Ohio: Charles E. Merrill Publishing Company, 1984, 1982.

RESOURCE LIST

Agency Resources

American Association of Retired Persons
1909 K Street, NW.
Washington, D. C. 20049
872-4700

American Cancer Society
11323 Amherst Avenue
Silver Spring, Maryland 20902
933-9350

American Lung Association of Mid-Maryland, Inc.
170 Rollins Avenue
Rockville, Maryland 20850
881-6852

American Medical Association
1101 Vermont Avenue, NW.
Washington, D. C. 20036
789-7400

American Public Health Association
1015 15th Street, NW.
Washington, D. C. 20005
789-5600

American School Health Association
1521 S. Water Street
P.O. Box 708
Kent, Ohio 44240

Birthright Counseling Service
11401 Grandview Avenue
Wheaton, Maryland 20902
and
2800 Otis Street, NE.
Washington, D. C.
526-3333

The Gray Panthers of Montgomery County
3912 Denfeld Avenue
Kensington, Maryland 20895
946-3233

March of Dimes
2601 University Boulevard
Wheaton, Maryland 20904
942-5972

Maryland Right to Life, Inc.
10730 Connecticut Avenue
Kensington, Maryland 20895

Montgomery College
Route 355 and Mannakee Street
Rockville, Maryland 20850
279-5000

Montgomery County Department of Recreation
12210 Bushey Drive
Wheaton, Maryland 20904
468-4050

Montgomery County Department of Social Services
Protective Services
5630 Fishers Lane
Rockville, Maryland 20852
468-4417

Montgomery County Health Department
V.D. Clinic
2000 Dennis Avenue
Silver Spring, Maryland 20902
593-8507

Montgomery County Police Department
Crime Prevention Section
840-2585

Montgomery County Public Schools
Department of Adult Education
Connecticut Park Center
12518 Greenly Drive
Silver Spring, Maryland 20906

Montgomery County Sexual Assault
Service
751 Rockville Pike, Suite 26B
Rockville, Maryland 20850
424-2882

National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland 20852
496-4008

Office of Family Resources
Division of Children and Youth
Child Protection Coordinator
Fleet Street Building
101 Monroe Street
Rockville, Maryland 20850
279-1530

Planned Parenthood
4701 Randolph Road
Silver Spring, Maryland 20906
468-7676

A Woman's Place
150 Maryland Avenue
Rockville, Maryland 20850
279-8346

Zero Population Growth
1346 Connecticut Avenue, NW.
Washington, D. C. 20036
785-0100

Audiovisual Materials

Films:

Acquaintance Rape series: *The Party Game*, (MCPS #7718); *The Date*, (MCPS #7719); *End of the Road*, (MCPS #7720); and *Just One of the Boys*, (MCPS #7721).

Aging, (MCPS #6572). Examines attitudes toward the aged and their place in society.

Are We Still Going to the Movies?, (MCPS #6383). Dramatizes the conflict of a young couple whose relationship suffers as a result of their disagreement on the amount of sexual involvement with each other.

Cosby on Prejudice, (MCPS #7605). Bill Cosby does a monologue of prejudicial statements.

Dangerous Duo, (MCPS #7966). Gonorrhea and syphilis facts given in a cartoon form.

The Edholms, (MCPS #8236). Depicts a blended family.

Fable of He and She, (MCPS #6598). Challenges stereotyped and sexist thinking and presents the joys of individual self-expression.

Families, (MCPS #7980). Shows the interdependence of human beings including individual and extended families.

Fathers, (MCPS #8065). Depicts the role of "father" in our culture and some difficulties in being a good one.

The First Days of Life, (MCPS #8272). This film opens with a delivery room scene, showing the delight on the mother's face as her child is born. Prenatal development and delivery are shown, as well as a few scenes of infants of varying ages after birth. Excellent photos of the growing fetus.

Guidance for the 70's Kids, Parents, Pressures, (MCPS #5198). Teenagers identify pressures and tensions that confront them and discuss ways to relieve them.

Happy To Be Me, (MCPS #7967). Provides an objective view of young people's attitudes toward male and female roles.

Have a Healthy Baby, (MCPS #5725). A study of conception, pregnancy, and delivery.

Heredity, (MCPS #8004). Illustrates the genetic basis of heredity.

How to Say No to a Rapist and Survive, (MCPS #6590). Illustrates prevention of rape and assault.

Infancy, (MCPS #6343). Surveys physical, perceptual, emotional, social, linguistic, and cognitive development of infants from birth to 18 months.

I Only Want You To Be Happy, (MCPS #6721). Depicts conflicting points of view about the female role in our society.

It Must Be Love 'Cause I Feel So Dumb, (MCPS #7393). Depicts the awkwardness of adolescent first love in a warm and witty manner.

It's My Decision, As Long as It's What You Want, (MCPS #6577). Presents problems of communication between parents and children including the methods used to communicate.

Jade Snow, (MCPS #7418). Illustrates the struggle for identity amid two conflicting cultures.

Jennifer - A Revealing Story of Genital Herpes, (MCPS #8361). Filmed at NIH and locally, Jennifer provides information about herpes genitalis. Factual; corrects misinformation.

The Kreinik and Bosworth Families, (MCPS #8235). Depicts an unmarried man and an unmarried woman, each having adopted children.

Make-Believe Marriage, (MCPS #7778). Simulation techniques are used by a high school teacher to help students gain insight into some typical marriage problems.

Marriage, (MCPS #5788). Deals with various aspects of marriage from the wedding to the golden anniversary.

Married Life, (MCPS #6462). Examines various aspects of marriage and compares five different marriages in five different places in the world.

Me and Dad's New Wife, (MCPS #7481). Portrays an adolescent's response to the divorce of her parents.

Me, A Teen Father?, (MCPS #7983). This dramatized motion picture delicately explores the pressures, the moments of nostalgic tenderness, the guilt, ambivalence, anguish and anger of a teenage boy who has just learned that his girlfriend is pregnant, and watches as he struggles with the choices that they both make.

Not Together Now: End of a Marriage, (MCPS #6834). A couple dissolves their marriage and each speaks of their individual problems and concerns.

Peege, (MCPS #6463). Illustrates a young man's relationship with his aging grandmother.

The Prejudice Film, (MCPS #6088). Examines the historical origins and contemporary forms of prejudice in our society.

Rock-a-bye Baby, (MCPS #6095). Presents techniques that psychologists use to measure mothering practices during the infant years.

Roots, (MCPS #7222 to 7233). Series of twelve films illustrating the life and legacy of Kunta Kinte.

Sex Role Development, (MCPS #6573). Examines sex roles focusing on how stereotypes are formed.

Shelley and Pete...and Carol, (MCPS #8201). Shelley and Pete marry after learning of Shelley's pregnancy though Shelley has another year left in high school. The pregnancy occurred in spite of half-hearted use of contraceptives. Although the baby Carol is loved, both Shelley and Pete have major disappointments in the way of interrupted plans and lost dreams. Emotionally and beautifully portrayed.

Shopping Bag Lady, (MCPS #7036). Deals with compassion, tolerance, and empathy toward an elderly woman.

Teenage Father, (MCPS #7793). This documentary focuses on the problems and reactions of two teenagers who are trying to decide about the baby's future. Confusion, anguish, and emotions of those people touched by an unplanned pregnancy are revealed through intimate moments and candid discussions.

To Be a Friend, (MCPS #6456). Visual vignettes are used to explore different aspects of friendship.

To Be Growing Older, (MCPS #6455). Examines the feelings and problems of elderly people.

Two Families, (MCPS #7038). Compares and contrasts life in two families as to homelife, education, treatment of elders, and customs.

Young Marriage, When's the Big Day?, (MCPS #6849). Contrasts the anticipatory happiness of the bride and groom-to-be with the sullenness of a young couple married one year.

You Pack Your Own Chute, (MCPS #7389). Illustrates a positive approach to changing one's behavior.

Other Audiovisual Materials

Filmstrips:

Becoming an Adult: Psychological Tasks of Adolescence, 1977, Human Relations Media. Identifies life tasks of adolescence.

Daddy Doesn't Live Here Anymore, Human Relations Media.

Economic Concepts and Issues, J. C. Penney. The family as an easy-to-understand economic system is used to explain our overall economy.

Family Today, 1980, Butterick Publishing. Students discuss how the family unit has changed over the past 100 years. They explore the many different types of families that exist today and become aware that there is no "typical family." They see that no matter what the structure, the family unit gives its members identify, direction, and purpose in life.

Fuzzies, Argus Communications. A story of the joy of sharing and the tragedy of greed.

The Good Marriage: It Doesn't Just Happen, 1978, Sunburst.

Gramp: A Man Ages and Dies, Sunburst. Portrays a family's commitment to care for an aging family member.

How To Live with Your Parents and Survive, 1975, Center for the Humanities. Offers constructive advice for improving relationships between parents and teenagers.

How Would You Like To Be Old?, 1973, Guidance Associates.

The IALAC Story, Argus Communications.

Inside My Mom, National Foundation/March of Dimes. Nutrition approached as a basic element of life.

Life Before Birth, 1972, Time-Life Productions. Filmstrip kit utilizing prenatal photographs to explain prenatal development. Excellent resource for Grades 8-12.

Our Elders: Generation Neglected, Scott Education.

Self-fulfillment: Becoming the Person You Want To Be, 1975, Guidance Associates. Helps students grasp the importance of self-fulfillment, set practical goals, and take the necessary steps toward achievement by matching their personalities to specific careers.

Tomorrow Happens Today, National Foundation/March of Dimes. Discusses protecting the fetus from V.D., rubella, drugs, pollutants, malnutrition, and genetic defects.

Understanding Human Reproduction, 1971, Guidance Associates. Recommended that no new purchases be made, but may be used if owned.

Slides/Tapes:

Family Planning; Decisions and Methods, MCPS. Three part slide/tape to be used with Contraception Unit. One copy will be issued upon request to each senior high school, to be returned to the film library at the end of the school year. If additional copies are needed, please coordinate scheduling with another school so that copies can be shared.

From Generation to Generation: Genetic Counseling, National Foundation/March of Dimes. Discussion of inherited diseases and the importance of genetic counseling.

Human Reproduction, 100 slides, 1980, Guidance Associates. Slides of drawings of human reproductive systems, prenatal development, and stages of birth. Teacher resource book included in kit. Excellent for Grades 5-12.

Transparencies:

The Human Body as a Whole, Brady. Set of six transparencies with overlays (excellent detail). Male Reproductive System, Sagittal View of Testis, Female Pelvis - Sagittal Section, Diagram of Ovary, Hormone Control of the Female Reproductive Cycle, Schematic of Ovulation and Fertilization.

Printed Materials

Note: Please check the approval status of Focus Area 2 and Focus Area 3 materials before use; approval status does change. You may also wish to check with the coordinator of health education as to newly approved materials.

Books

Gordon, Thomas. Parent Effectiveness Training: The Tested New Way To Raise Responsible Children. New York: McKay Co., Inc., 1970. Explains how to show children how to solve their own problems with no rancor, accusations, guilt, or shame involved.

Howard, Jane. Families. New York: Simon and Schuster, 1978.

Meeks, Linda, and Heit, Philip. Health Focus on You: Venereal Diseases - Sexually Transmitted Diseases. Merrill 1984 and 1982, approved text.

Powell, John. Why Am I Afraid To Tell You Who I Am? Argus, 1961.

Richards, Arlene, and Williams, Irene. How To Get It Together When Your Parents Are Coming Apart. New York: David McKay, 1976.

Safety, Touch and Me. Bethesda, Maryland: Montgomery County Sexual Assault Service, 1983. Teacher and classroom materials for fourth grade with excellent supplemental information.

Shedd, C. W. You Are Somebody Special. New York: McGraw Hill, 1978. Short anecdotes and stories written by several authors, dealing with self-concept and decision making for adolescents.

Sheehey, Gail. Passages: Predictable Crises of Adult Life. Bantam Books, 1976.

Simon, S. Vulture: A Modern Allegory on the Art of Putting Oneself Down. Argus Communications, 1977.

Steichen, Edward. Family of Man. New York: Simon and Schuster, 1967. A book of photographs depicting people from all walks of life.

Storaska, Frederic. How To Say No to a Rapist and Survive. New York: Random House, 1975.

Toffler, Alvin. Future Shock. New York: Random House, 1970. Gives strategies for coping with the future.

Understanding Child Maltreatment: Help and Hope. Rockville, Maryland: Montgomery County Public Schools, 1976. Resources for teaching about child abuse and neglect.

Wells, Harold C., and Canfield, Jack. One Hundred Ways to Enhance Self-concept in the Classroom: Handbook for Teachers and Parents. New York: Prentice Hall, 1976. Sample activities for self-concept enhancement.

Pamphlets

Birth Defects: The Tragedy and the Hope. National Foundation/March of Dimes, 1975. General information on major birth defects.

Practical Family Life. Channing L. Bete Co., Inc., Greenfield, Massachusetts. A course in family living in which "married" students must consider life's most important decision.

Quick Guide to Community Resources 1983-1984. Office of Information and Volunteer Services, 279-1900.

Religious Statements on Sexuality and Contraception. MCPS, Revised, 1981. Each school has a large quantity of these pamphlets which are to be made available to any student who is taking the Contraception Unit and who wishes to have a copy.